DOCUMENT RESUME

ED 458 247 TM 033 409

TITLE	Advanced Placement and International Baccalaureate Examination Results in Texas, 2000.
INSTITUTION	Texas Education Agency, Austin. Office of Policy Planning and Research.
REPORT NO	GE01-601-13
PUB DATE	2001-08-00
NOTE	105p.; For the 1998-1999 results, see ED 446 146.
AVAILABLE FROM	Texas Education Agency, Publications Distribution, 1701 North Congress Avenue, Austin, TX 78701-1494 ($16). Tel: 512-463-9455; Web site: http://www.tea.state.tx.us/gted/.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Participation; *Racial Differences; Scores; Tables (Data); *Test Results
IDENTIFIERS	*International Baccalaureate; *Texas

ABSTRACT

The participation and performance of 11th- and 12th-grade Texas public school district students on the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organisation's programs during the 1999-2000 school year were studied. Results show the largest 1-year gains to date in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination was also higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb, but still lagged behind those for Whites and Asian Americans, and the rate for females continued rising faster than the rate for males. Performance as measured by the number of AP examinations scoring in the 3-5 range and the number of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years, consistent with the trend of steady increases since 1995 for AP and 1996 for IB. Performance as measured by the percentage of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African American and Hispanics on AP and IB examinations. Comparisons of AP results to those from other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-2001 biennium, as well s the funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking the AP and IB courses and examinations during the year. Appendixes contain summary tables, results by district, and results by district analysis categories. (Contains 30 tables, 6 figures, and 65 references.) (SLD)

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Advanced Placement and International Baccalaureate

Examination Results in Texas

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Citation. Texas Education Agency. (2001). *2000 Advanced Placement and International Baccalaureate examination results in Texas* (Document No. GE01 601 13). Austin, TX: Author.

Abstract. The participation and performance of 11th- and 12th-grade Texas public school district students in the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organisation's programs during the 1999-00 school year was investigated. Results showed the largest one-year gains yet in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination also was higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb but still lagged behind those for Whites and Asian Americans, while the rate for females continued rising faster than that for males. Performance as measured by *number* of AP examinations scoring in the 3-5 range and *number* of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years—consistent with the trend of steady increases since 1995 for AP and since 1996 for IB. Performance as measured by the *percentage* of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African Americans and Hispanics on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and non-public school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-01 biennium, as well as funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking AP and IB courses and examinations during the past year.

Keywords. *advanced placement, international baccalaureate, credit by examination, testing, incentive, high school, financial need, scores, research and evaluation, gifted and talented.*

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2000 Advanced Placement and International Baccalaureate Examination Results in Texas

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Department of Accountability Reporting and Research
Texas Education Agency
1701 North Congress Avenue
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August 2001

PREFACE

This third report updates through the year 2000 results of Texas public school district student participation and performance on the Advanced Placement (AP) and International Baccalaureate (IB) examinations, developed by the College Entrance Examination Board and the International Baccalaureate Organisation, respectively. The Texas Education Agency (TEA) produces yearly reports describing AP and IB course completion, examination participation, and examination performance during the previous school year and discussing selected trends associated with these results. In this report, comparisons of AP results also were made among examinees in both public and non-public schools in Texas, other states, and the nation as a whole. Growth in the number of examinees, especially AP examinees, has been increasingly rapid since 1994-95—the year legislation went into effect to partially fund the Texas AP (now AP/IB) Incentive Program. Student participation leaped again in 1999-00, when funding for the AP/IB Incentive Program was increased significantly.

In 1996, the State Board of Education adopted AP performance and participation data as a report-only indicator for the Academic Excellence Indicator System. In 1998, this indicator was defined and reported as combined AP and IB participation and performance measures at the district, region, and state levels (cf. TEA, 2000c). Except for ten Texas districts in which students participated in both the AP and IB program in 2000, the indicator represents AP participation and performance only.

ACKNOWLEDGMENTS

This report was prepared by the Texas Education Agency's Research and Evaluation Division to promote understanding of the extent to which the programs of advanced academic courses and examinations developed by the College Entrance Examination Board and the International Baccalaureate Organisation can benefit students, their teachers, and the colleges and universities they attend. By focusing on Advanced Placement (AP) and International Baccalaureate (IB) examination results in Texas, information is provided that, in large part, can be used in evaluating how well potential benefits of the two programs are being realized statewide, as well as between and within schools and districts.

A debt of gratitude is owed to Educational Testing Service staff for providing the College Board's Texas public high school AP examination data and to IBO staff in Cardiff, Wales, Great Britain for the Texas public high school IB examination data. These data were used in many of the report's analyses. In addition, staff in the College Board's Southwestern Regional Office, the IBO's North American Office, and TEA's Advanced Academic Services Division facilitated or contributed by providing necessary information for the report or feedback on the document in draft.

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EXECUTIVE SUMMARY

In 2000, a total of 60,405 students in 1,015 Texas schools (public and non-public) took 107,640 Advanced Placement (AP) examinations, according to reports by the College Entrance Examination Board (hereafter referred to as College Board). This put Texas ***third*** in the nation, behind California and New York, in the number of AP examinees and examinations. Texas, at 63.1 percent, also was above the nation (57.3%) in the percentage of schools with AP examinees. Although there have been increasing numbers of Texas students taking AP examinations since 1986-87, the numbers began rising at an even more rapid rate in 1994-95, the year legislation partially funding the Texas AP Incentive Program went into effect. In 1995-96, the incentive program was expanded to apply to International Baccalaureate (IB) examinations, developed by the International Baccalaureate Organisation (IBO). Significant additional funding for the program (now termed AP/IB Incentive Program) in 1999-00 through 2000-01 resulted in the largest single-year boost to date in both the number of Texas AP examinees and number of examinations taken in 2000.

In addition to increases in program participation, Texas students demonstrated an increase in performance in 2000. The number of AP examinations scoring in the 3-5 range rose to its highest value yet. Texas students scored 3 or higher on 58,964 AP examinations, well over the 49,721 examinations that met this standard in 1999. The percentage of high scoring AP examinations earned by Texas students, however, continued to remain below the national percentage (54.8 percent in Texas compared to 63.8 percent nationally). Generally, upon their enrollment, colleges will award students credit, advanced placement, or both for scores of 3, 4, or 5 on AP examinations that correspond to college courses in those subjects. ***In sum, in 2000, a greater number of Texas students than ever before earned a greater number of AP examination scores than ever before*** that qualified potentially for college course credit or advanced placement.

Similarly, but on a much smaller scale, 843 Grade 11-12 students in 12 Texas public schools took 2,085 IB examinations in 1999-00, according to Texas Education Agency (TEA) analyses of IB data. These numbers are up from 1994-95, when 429 students in 11 Texas public schools took 910 IB examinations. Texas students earned scores of 4, 5, 6, or 7 on 79.1 percent (1,649) of 2,085 examinations taken in 1999-00—up from 74.7 percent (or 680 examinations) in 1994-95. As is the case with AP examination performance, colleges that recognize IB scores generally award students credit or advanced placement in corresponding college courses for IB scores in the 4-7 range.

More schools and districts are participating in the AP program, and more students are taking the AP and IB examinations and making high scores, especially for AP. In addition, more students are completing AP and IB courses. Taken together, these trends should contribute ultimately to increases in the number of graduates who complete the more difficult course requirements of the Texas Recommended and Distinguished Achievement high school diploma programs.

The most important factor in assessing the benefits of the AP and IB programs appears to be, simply, the experience itself: students gain subject-specific, college-level learning while still in secondary school. The value of participating in AP and IB testing must be recognized, as well: results of student performance on the examinations are widely considered an objective, external, standardized measurement of how well students are likely to perform in the same courses taken in college. Ultimately, in order for important college-level learning experiences to occur, high quality and rigor of advanced coursework (including that offered in AP and IB courses), effective teaching, and increased student access to both advanced courses and examinations must all be in place. Funding available through state, federal, and local incentive programs can help in providing some of the supports necessary for an increasing number of high school students to experience such high-level academic learning.

TEXAS PUBLIC SCHOOL HIGHLIGHTS

- From 1995 to 2000, the percentage of 11th and 12th graders in Texas public schools taking Advanced Placement (AP) examinations rose from 6.8 percent to 12.6 percent. Program participation by 51,670 students in 2000, taking a total of 96,183 AP examinations, represented the largest single-year boost to date in both the number of Texas public school AP examinees and number of examinations taken, respectively. The trend for combined AP and International Baccalaureate (IB) examination participation was just one-tenth of a percentage point higher than for AP participation alone, rising to 12.7 percent in 2000 from 8.6 percent in 1997.

- The percentage of AP examinees scoring in the 3-5 range slipped by less than 1 percentage point from 1999 to 2000—from 58.3 to 57.7 percent. Combining AP performance results with high IB examinee performance (that is, the percentage earning scores in the 4-7 range) raised the percentage of examinees meeting the AP or IB score criteria to 57.9 percent in 2000.

- Grade 9-12 AP examinees who completed at least one AP course rose to 88.7 percent in 2000 from 86.6 percent in the previous year, according to Texas Education Agency (TEA) analysis of AP data and Public Education Information Management System (PEIMS) course data. In total, 93.3 percent of AP examinees tested in 2000 completed some type of TEA-defined advanced course that year. AP examinees in 2000 who had completed corresponding AP courses outscored other examinees on the majority (17) of 21 AP subject examinations with greater than 500 examinees.

- In 1999-00, 61.6 percent (650) of the 1056 Texas public school districts with Grade 11-12 enrollment had students who took at least one AP examination. Ten of these 650 districts also had students who took one or more IB examinations.

- School districts with the highest 2000 AP examination participation (above 12% of students tested) clustered in seven education service center (ESC) regions of the state: Region 1 (Edinburg), Region 9 (Wichita Falls), Region 10 (Richardson), Region 11 (Fort Worth), Region 13 (Austin), Region 19 (El Paso), and Region 20 (San Antonio). In addition, district AP participation and performance generally tended to increase along with increases in other performance measures, such as percentages of: students passing all Texas Assessment of Academic Skills (TAAS) tests taken, graduates taking the SAT I or ACT, and examinees with scores of at least an 1100 SAT I total or 24 ACT composite. Among districts, higher AP participation and performance were also linked with higher average teacher salaries.

- ***Ethnic group participation and performance trends.*** Issues of ethnic minority group (especially African American and Hispanic) access to, and performance on, AP and IB examinations and courses call for continued attention in the state's and nation's schools.

  - Although the AP participation rates for Hispanics and African Americans in Texas public schools have been climbing steadily over the past five years, only 9.6 percent of Hispanics and 5.5 percent of African Americans took an AP examination in 2000. By comparison, 14.9 percent of Whites and nearly one-third (31.3%) of Asian Americans took an AP examination that year. Gain in participation rates since 1995 has been less rapid for African Americans than for Asian Americans, Hispanics, and

Whites, while the rate for Native Americans has fluctuated. The rates for combined AP and IB participation by group were either the same or only tenths of a percentage point higher than those for AP only.

- Similar to AP participation, Texas public school Asian Americans had the highest IB examination participation rate in 2000 on a percentage basis (about 1.1%) among all ethnic groups. They also exceeded ***in number*** (161) both African American (53) and Hispanic (115) IB examinees.

- Despite continued underrepresentation among some ethnic groups, upward trends are evident. Hispanics increased as a percentage of all Texas public school AP examinees from 16.9 percent in 1995 to 24.9 percent in 2000, and the percentage of AP examinees represented by African Americans rose from 3.5 percent to 5.5 percent. A similarly positive trend in Hispanic representation among IB examinees is visible.

- Compared to 1999 results, percentages of Texas public school AP examinees scoring in the 3-5 range went up in 2000 for Hispanics, remained the same for Whites, and dipped slightly for all other ethnic groups. In 2000, over two-thirds of Asian American examinees earned scores in the 3-5 range, followed by nearly two-thirds of Whites, over half of Native Americans, nearly half of Hispanics, and nearly one-third of African Americans. With the addition of IB results in the high range (scores of 4-7) to these AP results, performance was either the same or slightly higher by group than that for AP alone.

- Asian Americans as a group had the highest percentage of Texas IB examinees (92.5%) scoring in the 4-7 range in 2000, followed by African Americans (90.6%), Whites (86.3%), and Hispanics (73.9%). Except for an increase for African Americans, performance declined for all groups from 1999 to 2000.

- ***Female and male participation and performance trends.*** Data reveal an expanding gap between males and females participating in AP and IB examinations, as well as a more rapidly declining percentage of males than of females with AP scores in the 3-5 range. These trends raise questions about the reasons for persistent male underrepresentation among AP and IB examinees.

  - From 1995 to 2000, the percentage of Texas Grade 11-12 female students taking AP examinations increased by 6.5 percentage points; participation for males only increased by 5.0 percentage points. Also, the percentage of female examinees scoring in the 3-5 range fell less rapidly (declining from 60.5% in 1995 to 56.4% in 2000) than did the percentage of male examinees (declining 5.4 percentage points, from 64.9% in 1995 to 59.5%). Females exceeded males in the ***number*** of examinees earning AP scores in the 3-5 range due, in part, to the higher number of female examinees.

  - Similar to AP participation, a greater number of Texas females (506) than males (336) took IB examinations in 2000—maintaining the historical participation gap between the two genders. While a higher percentage of male IB examinees than females achieved scores in the 4-7 range in 2000, a higher ***number*** of females than males achieved high scores that year.

INTRODUCTION

REPORT OVERVIEW

This report includes background and general descriptions of the Advanced Placement (AP) and the International Baccalaureate (IB) programs of college-level courses and examinations for high school students. Included in the background descriptions are interpretative issues regarding examination score scales, access to the courses and examinations, and specific uses and benefits associated with the courses and examinations. Data sources and the various types of definitions for commonly reported measures are described. Details follow, showing the AP and IB results and trends for the examinations and courses updated through 1999-00. Evidence for improved access to the AP and IB programs is summarized, as well as the status of examination performance and the extent to which students are prepared for college.

Report purposes are threefold. A first purpose is to promote an understanding of the AP and IB programs and of the diversity existing among high school students who attempt advanced academic challenges while still in high school. A second purpose is to promote an understanding of the diversity existing among Texas districts in AP and IB program participation and examination performance. A final report purpose is to suggest areas for educational consideration or action by students, teachers, schools, and communities.

GENERAL DESCRIPTION OF AP AND IB PROGRAMS

Advanced Placement program. The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. High school students who participate in AP courses are exposed to college-level material and are challenged to complete more rigorous assignments. By doing so, students gain valuable skills in problem analysis, writing, studying, and examination preparation. Many students choose to demonstrate their mastery of the course material by taking an AP examination (College Entrance Examination Board [CEEB] & Educational Testing Service [ETS], 1994a). Although most students participate in an AP course prior to taking the corresponding examination, students can take AP examinations without having taken the courses.

Colleges and universities can grant credit, placement, or both to students who have qualifying scores (CEEB, 2000a). Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations, although a few colleges and universities grant credit in some courses for scores of 2 (see Table A-1 in Appendix A for descriptions of scores on the AP grading scale of 1-5). Each year, the AP program presents several types of AP Scholar Awards, tied to graduated levels of achievement, to students who perform well on three or more AP examinations (CEEB, 2000a). Students are awarded certificates, and their achievements are acknowledged on AP score reports sent to colleges in the following fall (CEEB, 2001a).

Sufficiently high scores on AP examinations also can be used to obtain the Advanced Placement International Diploma for overseas study. This component of the AP program is intended to certify the achievement of AP candidates whose higher education plans include the prospect of enrolling in a university outside the United States or Canada. The designation is not a substitute for a high school diploma; it merely acknowledges that the recipient has earned grades of 3 or higher on a specified number of AP examinations from a prescribed set of courses (CEEB, 2001b).

Since the program's inception in 1955, approximately 8.0 million students have taken over 13 million AP examinations worldwide (CEEB, 2000a). From 1987 to 2000, the total number of students in the U.S. taking an AP examination increased from 259,222 to 747,922, and the total number of AP examinations taken increased from 364,804 to 1,242,324 (CEEB & ETS, 1987, 2000c). Nearly 60 percent of U.S. secondary schools participated in the program in 1999-00; and about 64 percent of students who took an AP examination that year received a grade that is generally accepted for college credit, advanced placement, or both (CEEB, 2000a; see also Table A-2 in Appendix A for 2000 results by state and for the nation).

AP courses and examinations. AP courses are developed locally, based on course descriptions and other materials provided by the College Board to interested schools. AP teachers typically supplement textbook and College Board course description materials with other materials, special studies, and other student performance activities (CEEB, 1993). In addition, instructional approaches used in AP courses can include student-centered seminars with student presentations, instructor-guided discussion on supplementary readings, laboratory activities, field investigation activities, and outside projects.

Committees that include discipline experts from college faculty and teachers of the relevant high school AP courses develop annual AP examinations. Development periods for annual examinations span two or more years. The development committees also formulate AP course descriptions in each subject area, which they review and revise every two years to reflect current thinking about course content and instructional reforms, such as technological advances. In addition to taking these approaches to guarantee the content validity of AP examinations, the AP program employs established educational measurement practices to ensure that AP grades (scores) are valid measures of college-level performance (Casserly, 1986; Morgan and Crone, 1993; CEEB & ETS, 1994a; Morgan and Ramist, 1998; Morgan and Maneckshana, 2000).

Each AP examination consists of two or more sections. In all but the AP Studio Art examination, which requires a portfolio of work from students, AP examinations include both multiple-choice items (to ensure breadth of content coverage) and free-response items (which allow students to demonstrate both their understanding in an area and the ability to organize and present ideas). Free-response items are presented in a variety of formats: essay, analysis of historical documents, audio taped response, extended problem solving, and case study management (CEEB, 1996).

Over a three-week period in June of each year, several thousand faculty consultants convene at five sites throughout the U.S. to read and score the free-response answers written by AP examinees in May. The group at each site is comprised of approximately half AP high school teachers and half university professors. The beginning of the session is spent training the faculty consultants on the use of the scoring standards that have been developed that year by each examination's chief faculty consultant and the test development committee. The application of the scoring standards is closely monitored by frequently pausing to revisit the standards, comparing scores on the same question to ensure consistency among faculty consultants, and keeping track of each consultant's scoring pattern to watch for fatigue (CEEB & ETS, 2000b).

Table A-3 in Appendix A lists the AP examinations available in 2000, corresponding AP courses offered in Texas public schools, and the minimum college credit hours to be granted for AP examination scores of 3 or higher, as recommended most recently by the American Council on Education (CEEB, 2001c). The Texas Education Agency's (TEA) Division of Advanced Academic Services maintains a sourcebook of college course credit hours granted by Texas public and private colleges and universities for specific AP and IB examination scores (TEA, 1997, 2001b). In the 2000-01 school year, the College Board will add an AP Human Geography course description, associated materials, and an examination (CEEB, 2000a). In 2001-02, two new portfolios—one in two-dimensional design and the other in three-dimensional design—will replace

the Studio Art General Portfolio examination. Development is also underway on an AP World History course and examination, slated for introduction in 2001-02.

AP examination fees. For the 1999-00 academic year, the fee for each AP examination was $76, of which the schools normally retain $7. The fee rose to $77 in 2000-01. The College Board offers a $22 per-examination credit to qualified students with acute financial need, and schools are expected to forgo their $7 administrative rebate for these candidates (CEEB, 2000b). In addition, eligible students receive fee reduction assistance from the federal government and through the Texas AP/IB Incentive Program, funded by the state legislature (Texas Education Code [TEC] §§28.052-28.054). As a result, in 1999-00, students who met financial need eligibility criteria, as outlined by the College Board, ***and*** who took an AP course in the subject of the test paid no more than $5 per AP examination. Support from the Texas AP/IB Incentive Program also ensured that all other AP examinees taking AP courses in corresponding subject areas paid no more than $46 per examination in 2000 or $47 per examination in 2001 (TEA, 2000b, 2001a).

International Baccalaureate program. The IB program is a comprehensive two-year curriculum for high school students 16-19 years old, developed by the International Baccalaureate Organisation (IBO). IB curriculum centers on five main subject areas, and students take examinations in these subjects generally in May of their junior and senior years or during the last two years of their IB program. Colleges that recognize IB scores usually award credit, advanced placement, or both to students who score in the 4-7 range on IB examinations (see Table A-1 in Appendix A for descriptions of scores on the IB grading scale of 1-7). It is recommended that students contact the educational institutions they are interested in attending regarding specific policies on granting credit for scores achieved on IB examinations, as policies vary widely by institution.

IB courses and examinations. Diploma candidates must follow a program that includes interdisciplinary courses and components as well as six courses from at least five subject areas. All candidates must complete the Theory of Knowledge (TOK) course; Creativity, Action, and Service (CAS) activities; and an extended essay project based on original, independent research. In addition, one course must be taken in each of five subject areas: Language A1 (first language), Language A2 (second modern language), Individuals and Societies, Experimental Sciences, and Mathematics. A sixth course may be chosen from a list of Arts and Electives, which includes course choices from the five main subject areas and any school-based course with an IBO-approved syllabus. The six subject-area courses are taken at either the Standard (or Subsidiary) Level (SL, representing 150 teaching hours) or Higher Level (HL, representing 240 teaching hours). Students must take at least three, but not more than four, subject-area courses at the Higher Level. This allows students sufficient freedom to investigate favorite subjects in greater depth, while helping ensure that a broad curriculum is completed during a two-year period (International Baccalaureate Organisation [IBO], 2001).

To receive an IB diploma, a student must accumulate 24 of 45 total points across six IB examination scores in the required subject areas, plus satisfactory completion of the extended essay, TOK course, and CAS activities. The maximum score of 45 points includes scores of 7 on each of the six subject examinations (42 points) and 3 bonus points for an exceptional essay and work in TOK. Students who fail to satisfy all requirements or elect to take fewer than six subject examinations are awarded a certificate for examinations completed with acceptable scores (IBO, 2001).

Evaluation of the quality of IB student work is the responsibility of both IB classroom teachers, who evaluate their students over a two-year period, and more than 3,000 IB examiners worldwide. A variety of assessment methods is used to evaluate both the content and the process of academic achievement, and to take into account students' different learning styles and cultural patterns. Specialized forms of assessment appropriate to the nature of a given subject are used. Assessment of coursework by the IB teacher is complemented by

conventional external examinations (essay, short answer, multiple choice, etc.) graded by three different IB examiners. To ensure consistent standards are used in all IB schools, the performance of IB teachers is monitored through the review of a sample of their student assessments by IB examiners. In turn, a chief examiner responsible for a particular IB course monitors the examiners in that academic area. The IBO uses a criterion-referenced grading system in which each student's performance is measured against well-defined levels of achievement consistent from one examination to the next. Top grades reflect attainment of knowledge and skills relative to set standards applied equally to all schools (IBO, 1997).

IB examination and school fees. For diploma candidates taking all six examinations in one session, the 2000-01 fee per student was $133 plus $68 for registration. For candidates seeking a certificate and not a diploma, the fee per student was $73 plus $47 for registration. For each examination at the higher or standard level, a $51 fee applied. For each extended essay examination, a $32 fee applied. Schools paid a $316 fee for diploma candidates taking the Theory of Knowledge test (IBO, 2000). As is the case for AP examinees, fee reductions for financially needy and other eligible Texas public school IB examinees are available through the Texas AP/IB Incentive Program. In 2000 and 2001, students in financial need who had taken an IB course in the subject of the test paid no more than $5 per examination, and all other eligible IB examinees paid no more than $18 per examination in 2000 and no more than $20 per examination in 2001 (TEA, 1999a, 2000c).

Schools wishing to participate in the IB program pay an application fee of $3,500. Once authorized, schools then pay an annual subscription fee of $7,670 to offer IB courses and examinations. Schools authorized to participate in the program, but not presently offering IB courses, pay a fee of $2,100 to remain affiliated with the program for up to 18 months (IBO, 2000).

Access to Testing

Overview. On both a state and national level, efforts are made to facilitate student access to testing and help ensure increasing participation rates. Texas State Board of Education rules (19 Texas Administrative Code [TAC] §§74.11-74.13), for example, allow AP and IB courses to satisfy high school graduation requirements. In addition, state and federal funding provide support for financially needy students interested in taking AP and IB examinations.

The College Board strives to enhance test access to both students and teachers. Flexibility in test administration is offered to students with disabilities or students experiencing extreme hardship. Also, professional development opportunities are provided to teachers interested in teaching AP courses. The IBO provides similar resources for training and support of educators teaching IB courses.

At the local level, high schools can have a significant impact on the number and diversity of students participating in AP and IB courses and examinations. More students are likely to participate in AP and IB courses and examinations when *all* students are encouraged to undertake such coursework and when the opportunities for such course taking are provided in the curriculum. Teachers tend to participate more as they are provided professional development opportunities on the teaching of advanced subject areas. Schools, teachers, and students are more likely to participate in these programs as financial assistance is provided to support training, curriculum changes, and examination taking.

Texas AP/IB Incentive Program. The formal purpose of the Texas AP/IB Incentive Program (TEC §§28.051-28.058) is to recognize and reward demonstrated success in achieving the state's educational goals. Table A-4 in Appendix A describes eight incentives aimed at schools, teachers, and students and outlines the funding status of each between 1994-95 and 2000-01.

Until the start of the current biennium (2000-01), the AP/IB Incentive Program had been severely constrained. The Texas Legislature had approved a total of only $3 million for the fiscal 1998-99 biennium: $500,000 per year from the Foundation School Program and $2 million from the biennium allocation for gifted and talented education. These funds were used to reimburse AP teachers who attended AP summer institutes and to provide fee reductions for students with financial need. Effective in the fiscal 2000-01 biennium, the state legislative appropriation was increased substantially to a total of $21 million. This includes $2 million over the biennium from the allocation for gifted and talented education, directed toward ***both*** Pre-AP/IB activities (for middle school and early high school students) and the Texas AP/IB Incentive Program. A remaining $8 million and $11 million were allocated for the Texas AP/IB Incentive Program for, respectively, FY 2000 and FY 2001 (Rider 30 of the General Appropriations Act, Article III-Education, 76th Legislature). Thus, additional components of the AP/IB Incentive Program to be funded in the current biennium include: (a) $30 of the cost of every AP or IB examination taken by high school students completing a course designated under the Public Education Information Management System [PEIMS] in the subject of the test, (b) financial bonuses to campuses for each student scoring in the 3-5 range on an AP examination or the 4-7 range on an IB examination, and (c) equipment grants of up to $3,000 (based on need) to about 250 campuses submitting applications (TEA, 2000c). For the 2002-03 biennium, the legislature again raised the appropriation significantly over the previous biennium (from $21 million to $34 million). Legislators also provided direction for TEA in the next biennium—for example, giving priority to reimbursing training for faculty at public school campuses not presently offering AP or IB courses and establishing the goal of making these courses available at as many campuses as possible statewide (Rider 29 of the General Appropriations Act, Article III-Education, 77th Legislature).

Federal AP and IB support. The federal AP fee assistance program was first authorized in the 1992 Higher Education Act; however, the program was not actually funded by Congress until federal fiscal year (FY) 1998 (CEEB, 2001d). This program was first implemented in 34 states, including Texas, to provide fee assistance for low-income students, who are defined as students whose family incomes are at 150 percent of the Census Bureau's poverty guidelines. The Secretary of Education expanded the program to include financially needy students taking IB examinations, as well. For federal FY 1999, Congress appropriated $4 million for the AP and IB fee assistance program. Of the $4 million, Texas received $300,000 for May 2000 examinations. For May 2001 examinations, Texas' share of federal monies increased to $379,000.

In addition to receiving federal support for financially needy AP and IB examinees, Texas successfully competed for special federal funds to develop programs that increase participation of minority and other historically disadvantaged students in AP and IB programs. As a result, Texas was able to establish the AP Spanish Language Middle Years Grant Program in 1999-00 and support its continued development in 2000-01 through an additional $200,000 in federal funds. Texas also was awarded $1,096,000 to establish the Center for Texas AP/IB Incentives in 2000-01.

Block scheduling and AP. Many high schools in Texas are using a variety of methods to schedule classes known collectively as block scheduling. One of the most common forms is the scheduling of four courses that each meet 80-90 minutes a day for about 90 days (Kramer, 1996). With this type of arrangement, students may be exposed to advanced material only one semester out of the year. If the advanced course ends in December, with AP and IB examinations administered in May, some educators are concerned that students may not perform as well as if they had more recently finished the course. If, instead, the advanced course is compressed into the spring semester, students may not have finished the coursework by the time examinations are administered in May. Other educators maintain, however, that students actually can fit a greater number of advanced courses into their schedules under a block schedule arrangement than under traditional schedules (Edwards, 1995).

In a 1997 College Board study of the four most popular AP examinations (Calculus AB, Biology, U.S. History, and English Literature), students on yearlong traditional or extended-period schedules generally performed better on the four AP examinations than did students on single semester, or compressed, schedules (CEEB, Office of Research and Development, 1998). Furthermore, students enrolled in yearlong, extended period AP Calculus AB and Biology courses earned higher examination scores than students on yearlong, traditional schedules. No significant differences in student performance on the AP History and English Literature examinations were found, however, between the two types of yearlong schedules. One possible explanation for these divergent results may lie in the fact that students primarily gain knowledge and skills in high-level mathematics and biology in one or two specific courses offered in secondary school, but they encounter multiple opportunities for learning English and history throughout Grades K-12. In only one of the four academic areas—U.S. History—students on single-semester schedules achieved higher AP scores if they took the course in the spring rather than fall semester, apparently due to the positive effect of more recent instruction on May AP examination performance in this content area. AP performance did not differ between students on single-semester spring and fall schedules in any of the other three academic areas.

Results from studies of the impact of block scheduling on AP examination scores should continue to be carefully considered, along with course-specific and other (e.g., discipline or cost-related) factors that may also play into various local scheduling scenarios. For example, results were inconclusive from a multivariate study conducted by TEA (1999c) of the impact of block scheduling on a number of performance indicators in Texas public high schools. The College Board's AP Program (1996) suggested, "performance gaps may narrow or disappear as teachers gain more experience with the use of the 90-minute period of instruction" (p. 3).

Specific Uses of AP and IB Examination Results

Reporting on overall state and national progress. For many years, the College Board has prepared summary reports of AP examination results for the nation and the individual states (e.g., CEEB & ETS, 1995, 1996, 1997, 1998, 1999, 2000c). The national results have provided an implicit benchmark for examining state performance. However, AP performance comparisons among states and with the nation as a whole are most appropriate when AP examination participation rates, educational and demographic characteristics of examinees, and AP policies are similar. Such comparisons, when considered with other potential explanations for performance differences, can help in evaluating educational progress within and among institutions over time.

In recent years, interest in using AP examination results as indicators of educational progress and comparative performance has emerged nationally, as well as within certain regions of the nation. One example is the National Education Goals Panel's (NEGP, 1999b) annual progress reporting of AP examination participation and performance. The measure was chosen as a direct indicator of progress toward achieving Goal 3, one of the eight national education goals adopted by Congress in 1994. Goal 3 calls for the nation's students to demonstrate competency over challenging subject matter in a broad array of academic subjects by the year 2000. The AP measure in NEGP reports is the number of AP examination scores in the 3-5 range per 1,000 11th and 12th graders. These reports gauge progress for the nation and for individual states by comparing the most recent year's performance to a prior benchmark year. In Texas, significant improvement was observed, with the number of scores in the 3-5 range per 1,000 11th and 12th graders more than doubling from 1991 to 1999 (34 per 1,000 students in 1991 compared to 82 per 1,000 students in 1999). The number of scores in the 3-5 range across the nation also increased over this period from 55 per 1,000 students to 97 per 1,000 students (NEGP, 1999a).

State policy regarding the Texas Academic Excellence Indicator System (AEIS). The AEIS and the Texas state accountability system support the accomplishment of the state's goals for public education. These

systems recognize, reward, sanction, and intervene with school districts and campuses to ensure excellence in education for all segments of the student population. Information used to rate and acknowledge districts and schools, or to provide a more comprehensive profile of characteristics and performance, is compiled into the AEIS reports. Three types of performance and profile indicators are used in the system:

- ***Base indicators*** are identified in statute and used to determine accountability ratings.
- ***Additional indicators*** are used to acknowledge high performance on other statutorily defined indicators.
- ***Report-only indicators*** are furnished on annual campus-, district-, and state-level reports. They may be identified by statute, determined by the commissioner, or adopted by the State Board of Education (TEA, 2001c).

In April 1996, the State Board of Education adopted AP performance and participation data as a report-only indicator for the AEIS. The reporting of this indicator began in 1996 with inclusion of examination results for that year and the previous year. At the time, it was requested that IB performance and participation data be included as part of the AEIS as soon as possible, but at least within the next two years (State Board of Education, 1996). Effective in the fall of 1998, this indicator was defined and reported at the district, region, and state levels as a set of three measures, each representing a combination of both AP and IB examination results associated either with student participation or performance (cf. TEA, 2000d). Specifically, the three measures for Grade 11-12 students include:

- Percentage of enrolled students taking at least one AP ***or*** IB examination;
- Percentage of examinees scoring a 3, 4, or 5 on at least one AP test, ***or*** a 4, 5, 6, or 7 on at least one IB test; and
- Percentage of total AP examinations with scores of 3, 4, or 5, ***and*** total IB examinations with scores of 4, 5, 6, or 7.

As only ten Texas districts include students participating in both the AP and IB program in 2000, the indicator represents ***AP participation and performance only*** in the vast majority of districts. As a result, the effects of AP participation and performance dominate the combined AP and IB statewide indicator. For example, in 1999-00, AP represented 99.5 percent of the combined AP and IB participation measure.

DATA SOURCES

Data were compiled and analyzed from a number of sources for this report. Consistent with the compilation and reporting of AP and IB examination data from these sources, results are summarized by the year within which the May examinations are taken.

First, College Board summary reports of AP score results for all examinees (from both public and non-public schools) from 1986-87 through 1999-00 were used as the source for comparisons among Texas, other states, and the nation as a whole (CEEB & ETS, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997, 1998, 1999, 2000c). No comparable reports (cf. IBO, 1995) were available from the IBO for summaries of all (both public and non-public school) IB score results for Texas, others states, the nation, other nations, or internationally. Second, score results for Texas public school students were provided directly to TEA by the College Board (via ETS on contract for the College Board) and by the IBO in Cardiff, Wales, Great Britain. ***In the case of IB score data, only public school results were available to be included in this report.*** Third, the Texas public school AP and IB examination score results were examined in conjunction with data taken from the TEA PEIMS database.

For AEIS reporting purposes, student grade-level, ethnicity, and gender, as well as other relevant district, campus, and student information from PEIMS, was used to analyze the Texas public school AP and IB results. The College Board also collects these data, although IBO does not. When student grade level, ethnicity, and gender were not available from PEIMS, therefore, they could be obtained from the Texas AP examinee files but not from IBO files.

CURRENT RESULTS AND TRENDS

GENERAL TRENDS

AP examination trends for Texas, other states, and the nation. In May 2000, a total of 60,405 students in 1,015 Texas schools (public and non-public, combined) took 107,640 AP examinations. This put Texas ***third*** in the nation, behind California and New York, in the number of both AP examinees and AP examinations taken (see Table A-2 in Appendix A). Texas was ***second*** among the states in the percentage increase (+17.9%) in number of examinees from the previous year—especially impressive because Texas was seventh highest in the percentage increase in 1999.

Table 1 shows that, from 1987 to 2000, the number of Texas AP examinees increased almost sevenfold from 8,792 to 60,405, while national numbers went from 259,222 to 747,922—less than a three-fold increase. At

TABLE 1

AP Examination Trends for Texas and the Nation: 1986-87 Through 1999-00

Year	Number of AP Schools		Number of Examinees		Number of Exams		Number of Scores 3-5		Percent of Scores 3-5	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2000	1,015	12,558	60,405	747,922	107,640	1,242,324	58,964	790,810	54.8	63.6
1999	971	12,229	51,228	685,981	88,485	1,122,414	49,721	712,903	56.2	63.5
1998	909	11,843	44,093	618,257	74,192	991,952	42,909	635,922	57.8	64.1
1997	834	11,424	37,563	566,720	62,318	899,463	37,526	579,865	60.2	64.5
1996	756	11,136	31,843	525,072	52,156	824,329	32,381	523,321	62.1	63.5
1995	649	11,274	27,770	493,263	45,733	767,881	28,006	476,327	61.2	62.0
1994	544	10,863	21,178	447,972	33,944	684,449	23,605	452,377	69.5	66.1
1993	502	10,594	18,139	413,939	28,437	623,933	19,334	401,256	68.0	64.3
1992	451	10,191	15,364	378,692	23,672	566,036	16,442	369,942	69.5	65.4
1991	413	9,781	14,101	351,144	21,529	523,236	14,446	334,911	67.1	64.0
1990	394	9,292	12,766	323,736	19,625	480,696	13,367	318,963	68.1	66.4
1989	346	8,768	11,832	309,751	17,813	455,996	12,102	297,813	67.9	65.3
1988	297	8,247	10,478	288,372	15,567	419,101	10,739	281,566	69.0	67.2
1987	285	7,776	8,792	259,222	12,506	364,804	8,897	246,458	71.1	67.6

Data Sources: CEEB and ETS (1987-1993, 1994b, 1995-2000) and personal communication with P. Williamson, College Board Southwest Regional Office, November 10, 1997, for number of schools data for 1987-1990. Examination score data are for all schools (public and non-public).

The percentage of Texas schools with AP examinees in 1999-00 was 63.1 percent compared to 57.3 percent nationwide.

the same time, the number of AP examinations taken in Texas rose almost nine-fold (from 12,506 to 107,640), while the number of examinations taken nationally only tripled (from 364,804 to 1,242,324). The number of Texas schools (public and non-public) participating in AP examinations also rose during the period ***by over 250 percent*** (from 285 to 1,015), while the same increase nationally was 61 percent (from 7,776 to 12,558). As Table A-2 in Appendix A shows, the percentage of Texas schools participating in AP examinations in 2000 (63.1%) exceeded the national percentage (57.3%), while the District of Columbia was the highest (94.7%) and North Dakota was the lowest (8.8%).

A closer examination of Table 1 reveals a spike in 1995 in the Texas AP participation trend. The number of schools participating in the AP program jumped by nearly 20 percent, from 544 schools in 1994 to 649 schools that year. Also in 1995, large increases in number of both AP examinees and examinations represent a 31 percent leap in students participating in the AP program and a 35 percent rise in the number of tests taken. These percentage changes compare to increases of less than 20 percent in most years prior to 1995. In some part, this can be linked to 1993 Texas legislation first authorizing and partially funding the Texas Advanced Placement Incentive Program in 1994-95. As discussed earlier, the program has been continued through the current biennium at a significantly higher funding level. In 2000, this set the stage for the largest one-year gains yet in the ***number*** of AP examinees (+9,177), examinations taken (+19,155), and examinations earning scores in the 3-5 range (+9,243).

Along with increasing numbers of examinees and examinations, Texas has experienced a dramatic increase in the number of AP scores in the 3-5 range over the past 14 years (from 8,897 to 58,964). In 1995, however, this performance trend was marked by a downward shift in the overall percent of examinations attaining high scores. As shown in Table 1, beginning that year, the percentage of AP examination scores in the 3-5 range earned by Texas students slipped below the national percentage. The trend continued in 2000, when Texas results showed 54.8 percent of examinations earning high scores, compared to 63.6 percent across the nation. This decline in overall AP examination scores is likely to be related to the participation trends discussed above. Cumulative effects of rapid and sustained increases in the total number of AP schools and examinees reasonably include a broadening of the range of schools offering the program for the first time and the student population being served by the program, particularly in terms of prior experience with offering and completing advanced course work. To a lesser extent, this same pattern is seen in the national scores, beginning also in 1995 when the trend of ever-higher school and student participation is matched by performance declines compared to prior years (see Table 1).

Examination results for 2000, viewed across states (see Table A-2 in Appendix A), show there was a positive correlation between the percentage of 11th and 12th graders taking AP examinations and the percentage of examinations with scores of 3-5. That is, the two percentages tended to increase together. Because the percentage of all students (both those in public and non-public schools) taking AP examinations in most states remains quite low, this suggests that there is still a great deal of untapped potential in student participation and performance among states.

AP and IB examination trends for Texas public schools. AP trends for Texas public schools mirrored trends mentioned above for all Texas schools combined, both public and non-public. From 1995 to 2000, the percentage of 11th and 12th graders taking AP examinations rose from 6.8 percent to 12.6 percent (see Table A-5 in Appendix A). Including IB examinees with AP examinees, as reported in the AEIS, revealed the percentages of students tested rose from 8.6 percent in 1997 to 12.7 percent in 2000 (see Table 2 on page 10). While the percentages of both AP examinees and examinations with scores in the 3-5 range slipped from 1996 to 2000 (from 62.6% to 57.7% for examinees, and from 60.6% to 53.5% for examinations), in sheer numbers ***a greater number of examinees (29,800 students) and a greater number of examinations (51,429 individual tests)*** than ever before qualified potentially for advanced standing or college course credit (see Tables A-6 and

TABLE 2

Combined Texas AP and IB Examination Participation: 1996-97 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Examinees	51,939	2,873	4,530	12,911	131	31,427	30,017	21,922
Number of Students	410,308	52,069	14,376	133,844	979	209,040	213,139	197,169
Percentage of Students Taking Exams	12.7	5.5	31.5	9.6	13.4	15.0	14.1	11.1
1998-1999								
Number of Examinees	44,494	2,195	3,919	10,274	105	27,905	25,555	18,937
Number of Students	404,269	51,253	14,214	129,512	1,475	207,815	209,762	194,507
Percentage of Students Taking Exams	11.0	4.3	27.6	7.9	7.1	13.4	12.2	9.7
1997-1998								
Number of Examinees	38,068	1,894	3,488	8,105	90	24,420	21,870	16,198
Number of Students	393,939	51,136	12,834	124,351	918	204,700	204,395	189,544
Percentage of Students Taking Exams	9.7	3.7	27.2	6.5	9.8	11.9	10.7	8.5
1996-1997								
Number of Examinees	32,400	1,621	3,096	6,193	65	21,341	18,602	13,795
Number of Students	377,285	49,021	12,118	117,575	831	197,740	195,693	181,592
Percentage of Students Taking Exams	8.6	3.3	25.5	5.3	7.8	10.8	9.5	7.6

Data Sources: TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Students who took either an AP or IB examination or both are counted only once. Combined results include IB results obtained from the IBO as of August 11, 2000.

A-7 in Appendix A). Combining IB examinees and examinations with scores in the 4-7 range with AP results yielded slightly higher numbers and percentages than observed for AP performance alone (see Tables 3 and 4).

As with the AP program, public school participation in the IB program also has increased over time, although on a much smaller scale. In 2000, 843 Grade 11-12 students in 12 Texas public schools took 2,085 IB examinations—up from the 429 students in 11 schools taking 910 IB examinations in 1995 (see Tables A-8 and A-10 in Appendix A). Clearly, most of the growth in IB examination participation has occurred ***within*** rather than across schools. In contrast to the recent AP performance dip, the percentage of Texas public school IB examinees earning scores in the 4-7 range went from 79.7 percent in 1995-96 to 86.0 percent in 1999-00, while the percentage of examinations with these same scores rose from 73.4 percent to 79.1 percent (see Tables A-9 and A-10 in Appendix A).

Correspondence between advanced course taking and examination participation in Texas public schools. Fundamental to preparing for success on both AP and IB examinations is student participation in AP, IB, or other types of advanced courses. Paragraphs below summarize to what extent students in Texas public schools appear to be completing such coursework, according to data collected through PEIMS. Even assuming some inaccuracies may exist in reporting the courses completed by individual high school students, the trends fairly consistently and compellingly indicate steadily increasing numbers of students are completing the relevant AP courses each year.

The College Board encourages schools with AP examinees to offer AP courses in corresponding subject areas. However, circumstances such as resource constraints or too few students may mitigate against AP courses being offered at some high schools. On the other hand, non-AP advanced courses may prepare

students sufficiently to perform well on the AP examinations. As Figure 1 on page 12 shows, Texas public schools with students ***completing AP courses*** rose from 158 schools in 1993 to 1,073 schools in 2000. This represents 56.0 percent of the state's 1,917 schools serving 11th and 12th graders. While the number of schools with students taking AP examinations but ***not completing AP courses*** decreased from 288 to 37 over the same period, the number of schools with students ***completing both AP courses and examinations*** grew

TABLE 3

Combined Texas AP and IB Examinee Performance: 1996-97 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Examinees Who Met Score Criterion	30,062	894	3,132	6,252	68	19,673	16,982	13,080
Percentage of Examinees Who Met Score Criterion	57.9	31.1	69.1	48.4	51.9	62.6	56.6	59.7
1998-1999								
Number of Examinees Who Met Score Criterion	26,076	692	2,806	4,935	56	17,530	14,612	11,463
Percentage of Examinees Who Met Score Criterion	58.6	31.5	71.6	48.0	53.3	62.8	57.2	60.5
1997-1998								
Number of Examinees Who Met Score Criterion	22,678	577	2,543	4,055	48	15,418	12,746	9,932
Percentage of Examinees Who Met Score Criterion	59.6	30.5	72.9	50.0	53.3	63.1	58.3	61.3
1996-1997								
Number of Examinees Who Met Score Criterion	20,078	510	2,306	3,234	43	13,936	11,309	8,766
Percentage of Examinees Who Met Score Criterion	62.0	31.5	74.5	52.2	66.2	65.3	60.8	63.5

Data Sources: TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Students who scored in the 3-5 range on one or more AP examinations and/or in the 4-7 range on one or more IB examinations (i.e., who met the criterion) are counted only once. Combined results include IB results obtained from the IBO as of August 11, 2000.

TABLE 4

Combined Texas AP and IB Examination Performance: 1996-97 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Exams Scored at Criterion	52,755	1,368	7,633	8,148	122	35,421	27,710	25,045
Number of Total Exams	97,878	4,691	11,692	21,132	237	60,017	53,735	44,143
Percentage of Exams Scored at Criterion	53.9	29.2	65.3	38.6	51.5	59.0	51.6	56.7
1998-1999								
Number of Exams Scored at Criterion	45,108	1,066	6,595	6,396	113	30,854	23,634	21,473
Number of Total Exams	81,020	3,611	9,634	16,323	198	51,107	44,292	36,726
Percentage of Exams Scored at Criterion	55.7	29.5	68.5	39.2	57.1	60.4	53.4	58.5
1997-1998								
Number of Exams Scored at Criterion	38,814	870	5,953	5,261	96	26,588	20,406	18,408
Number of Total Exams	67,596	2,905	8,493	12,281	171	43,644	36,970	30,626
Percentage of Exams Scored at Criterion	57.4	29.9	70.1	42.8	56.1	60.9	55.2	60.1
1996-1997								
Number of Exams Scored at Criterion	32,890	720	4,836	4,092	62	23,117	17,492	15,389
Number of Total Exams	55,551	2,442	6,928	8,999	102	36,965	30,379	25,161
Percentage of Exams Scored at Criterion	59.2	29.5	69.8	45.5	60.8	62.5	57.6	61.2

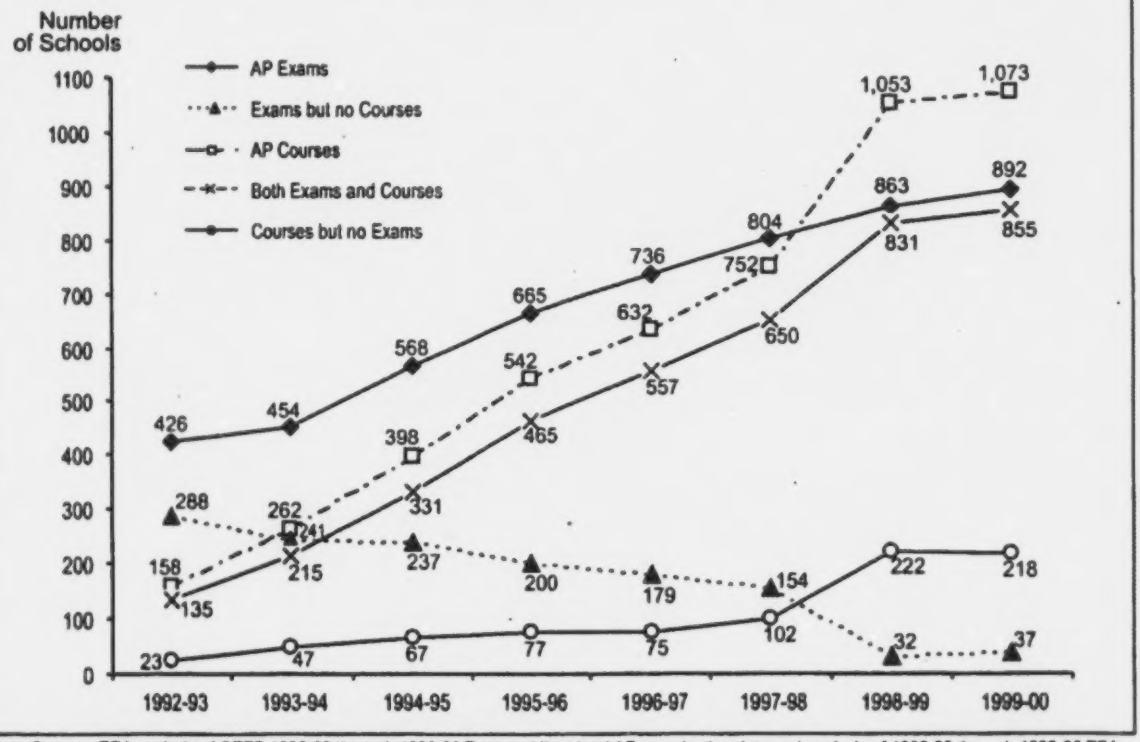
Data Sources: TEA analysis of 1996-97 through 1999-00 CEEB AP and IBO IB Texas public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise for AP examinees. Examinations scored at criterion include the total of all AP examinations scoring in the 3-5 range and all IB examinations scoring in the 4-7 range. Combined results include IB results obtained from the IBO as of August 11, 2000.

from 135 to 855 (44.6% of schools). In addition, the number of schools with students ***completing AP courses without taking AP examinations*** went from 23 to 218. Considering the rapid increase in the number of schools offering AP courses for the first time, this trend perhaps represents a decision by many schools to not administer AP examinations in the first year of the program.

The eight-year period from 1993 to 2000 also was marked by an increase in the number of students participating in advanced courses offered by the public schools (see Table A-11 in Appendix A). The number of Grade 9-12 Texas public school students completing at least one AP course increased tenfold from 11,402 to 114,073, while the number of AP courses completed went from 17,073 to 358,946—a 21-fold increase. Despite these significant increases over time, the Texas AEIS reported only 17.5 percent of Grade 9-12 Texas public school students completed and received credit for TEA-defined advanced courses in 1998-99 (TEA, 2000a).

FIGURE 1

Number of Texas Public Schools With Grades 9-12 AP Courses and Examinations,1992-93 Through 1999-00



Data Sources: TEA analysis of CEEB 1992-93 through 1999-00 Texas public school AP examination data and analysis of 1992-93 through 1999-00 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.
Note. 1994-95 counts for the number of schools with AP examinations and the number of schools with AP courses vary slightly from counts reported for these data in TEA (1995), which were preliminary at that time.

Since 1992-93, the number of Texas public schools with AP examinees has increased substantially, as well as the number of schools with students completing AP courses. In 1999-00, 218 schools had students completing AP courses without taking the examinations, while the number of schools with AP examinees and no AP courses had decreased to only 37.

Of course, not all AP examinees take AP courses, nor do all students who participate in advanced courses ultimately take AP examinations. The correspondence between AP examination participation and advanced course completion was examined for school years 1992-93 through 1999-00 (see Table A-12 in Appendix A). Since 1995, over half of the Grade 9-12 Texas public school AP examinees each year have also completed at least one AP course. This trend had risen to 88.7 percent of AP examinees by 2000. In that same year, a total of 93.3 percent of 2000 AP examinees completed some type of TEA-defined advanced course.

Considered from another perspective, Table A-13 in Appendix A shows nearly 50 percent (46.0%) of AP course completers in 2000 took an AP examination—reflecting a moderate increase from the 41.6 percent correspondence noted in 1993. Although other advanced course completers remain much less likely than AP course completers to take an AP examination, AP examination participation continues to increase among all advanced course completers and at a more rapid rate (from 12.2% in 1993 to 26.5% in 2000).

Data show a dramatic increase in the correspondence between AP examination participation and AP course completion in the same subject area (see Table A-14 in Appendix A). Nearly three fourths (74.7%) of the AP examinations in 2000 were taken by students completing the corresponding AP subject course—a huge increase from 52.1 percent just the year before. In addition, a sizable percent of AP course completers in 2000 (39.0%) took the corresponding AP subject examinations.

A review of AP examination performance reveals, on average, AP examinees completing the corresponding AP courses in the same year either outscored or performed about the same as examinees not completing the corresponding courses (see Table A-15 in Appendix A). Although the difference in mean scores between the two groups of examinees has narrowed in recent years, AP course completers in 2000 continued to earn a higher percentage of high scores (53.8% received scores of 3, 4, or 5) than did examinees not taking a corresponding AP course (53.0% received scores in the 3-5 range).

As shown on Table A-16 in Appendix A, this holds true across almost all AP subjects. Among the three academic areas in which AP course completers did not outscore other examinees, only the Spanish Language examination performance shows a greater than 0.1 difference in mean score; examinees who completed the Spanish Language AP course earned a mean score of 3.69 on the examination, compared to a mean of 3.99 earned by other examinees. In addition, Spanish Language is the only academic area in which a greater number of students took the examination without having taken the corresponding AP course. A possible explanation for these results lies in the fact that three-fourths of AP Spanish Language examinees were Hispanic and, feasibly, could be native speakers of Spanish (see Table A-17 in Appendix A).

Subject-specific AP and IB examination patterns for Texas and the nation. A richer understanding of AP and IB examination participation and performance can be obtained by studying examination data by academic subject area. Table A-18 in Appendix A shows three examinations—English Language and Composition, English Literature and Composition, and U.S. History—accounted for almost half (47.9%) of all AP examinations taken in 2000 by Texas students in the public and non-public schools combined. These subjects were followed in popularity by Calculus AB and Spanish Language. Nationally, the U.S. History, English Literature and Composition, Calculus AB, and English Language and Composition examinations accounted for about half (49.9%) of the AP examinations taken in 2000.

In 2000, Texas students took relatively fewer AP examinations on a percentage basis than students nationally in a number of academic areas. Subjects in which national test taking was at least 1 percentage point higher include U.S. History, Calculus AB, Biology, Chemistry, Psychology, and European History. In comparing

performance, however, Texas mean scores exceeded national scores on Spanish Language, European History, Art History, and Studio Art: Drawing examinations.

The most popular IB subject examination in 2000 was English A1, accounting for just over one-sixth (17.4%) of Texas public school examinations, followed by Spanish B, Biology, and Physics (see Table A-19 in Appendix A). Of these four academic areas, mean scores were highest on Spanish B and English A1.

Differentiating Trends and Patterns

Examinee profiles by ethnicity. Among AP and IB examinees in 2000, Hispanic and African American students remained underrepresented, compared to their percentages of enrollment in Texas schools. A comparison of the numbers of Grade 11-12 students in the Texas public schools and the numbers of AP examinees (see Table A-5 in Appendix A) reveals Hispanic students outnumbered Asian American students by more than nine to one, yet there were less than three times as many Hispanic as Asian American AP examinees in 2000. Likewise, despite the presence of almost a four to one ratio of African American to Asian American students, over one and one half times as many Asian Americans as African Americans took an AP examination that year. In fact, across Grades 9-12, Hispanics were predominant among all public school AP examinees only on the Spanish Literature and Spanish Language examinations, while remaining underrepresented on all other examinations (see Table A-17 in Appendix A). Among test takers, African Americans were represented proportionately only on the AP Environmental Science examination, remaining most seriously underrepresented on the Spanish Literature, Spanish Language, Computer Science AB, Calculus BC, and Physics C: Mechanics examinations. At the same time, Asian Americans were overrepresented in all AP examination subjects except for Spanish Literature, as were Whites overrepresented in all AP examination subjects except for Spanish Language and Spanish Literature. Asian Americans were most overrepresented as a group on the Calculus BC, Physics C: Mechanics, Computer Science A, and Computer Science AB examinations.

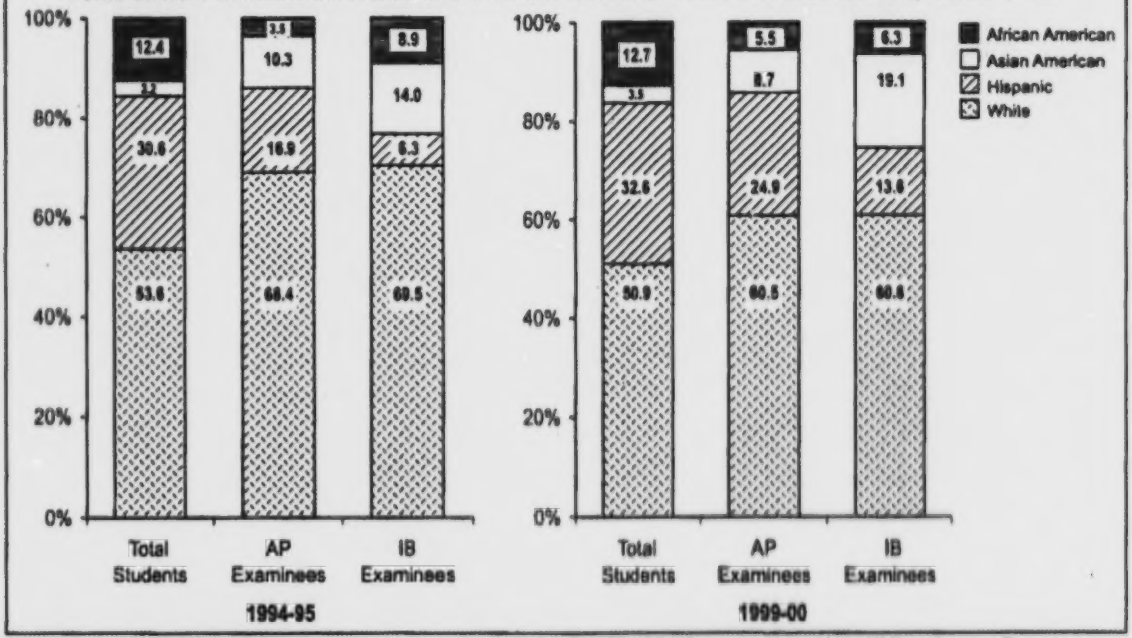
Despite persistent underrepresentation among some ethnic groups, encouraging trends are evident. Hispanics increased as a percentage of all Texas public school AP examinees from 16.9 percent in 1995 to 24.9 percent in 2000, and the percentage of AP examinees represented by African Americans rose from 3.5 percent to 5.5 percent (see Figure 2). A similarly positive trend in Hispanic representation among IB examinees is evident: while Whites continue to represent the largest percentage of test takers, at 60.6 percent, followed by Asian Americans at 19.1 percent, Hispanic representation jumped from 6.3 percent in 1995 to 13.6 percent in 2000.

Table 5 also shows, compared to the nation, Texas had more than twice the percentage of combined public and non-public school AP examinees in 2000 who were Hispanic (25.9% versus 10.0%), and a lower percentage who were White (55.6% versus 67.5%) and Asian American (8.7% versus 11.5%). Although this inclusion of higher proportions of historically lower-scoring, under-prepared groups of examinees in Texas may contribute to the state's lower percentages of high AP examination scores overall compared to the nation (see Table 1 on page 8), the trend is in concert with the state legislative priority of increasing student access to advanced academic opportunities.

Ethnic group participation and performance trends in the Texas public schools. Just as the representation of African American and Hispanic students among AP participants has been climbing steadily over the past several years (see Figure 2), so too have their rates of participating in examinations. Figure 3 on page 16 shows 9.6 percent of Hispanics and 5.5 percent of African Americans took an AP examination in 2000, compared to 7.9 percent and 4.2 percent in 1999, respectively (see also Table A-5 in Appendix A). Most notably, the gain in participation rates for Hispanics has risen by a full 4.4 percentage points since 1997.

FIGURE 2

Texas Student Enrollment and Examinee Profiles: 1994-95 and 1999-00 Public Schools, Grades 11-12



Data Sources: TEA PEIMS for student enrollment. Grade level and ethnicity from TEA PEIMS as available and from AP files otherwise. Thus, the sums of percentages by ethnic group may not total 100.0 percent. TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data. TEA summary analyses of Texas IB public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001.

Note. In both 1994-95 and 1999-00, Native American students represented fewer than five IB examinees, and Native American participation in AP represented less than 1.0 percent of total AP examinees.

TABLE 5

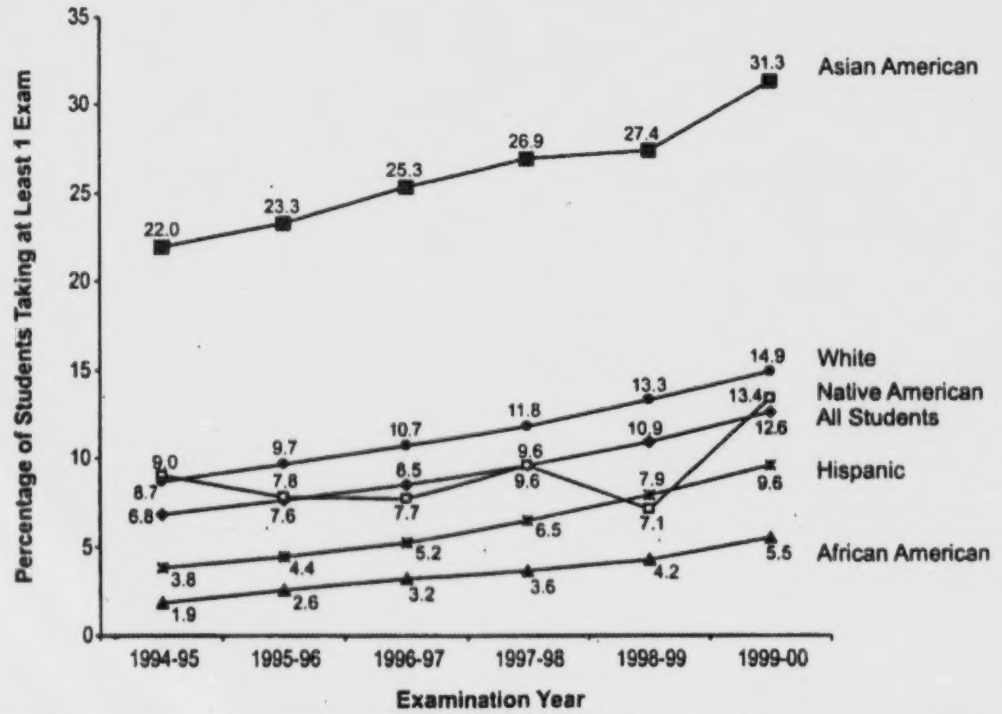
1999-00 AP Examinees by Grade Level, Gender, and Ethnicity for Texas and the Nation

Examinee Group	Number of Examinees		Percent of Total Examinees		Difference in Percent of Total Examinees from 1998-99 to 1999-00	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
9th/10th grade	3,732	64,013	6.2	8.6	0.7	0.3
11th grade	28,539	287,912	47.2	38.5	-1.1	-0.1
12th grade	26,682	378,540	44.2	50.6	0.2	-0.3
11th/12th grade	55,221	666,452	91.4	89.1	-0.9	-0.4
Female	34,653	415,191	57.4	55.5	0.4	0.0
Male	25,752	332,731	42.6	44.5	-0.4	0.0
African American	3,072	36,158	5.1	4.8	0.8	0.3
Native American	282	3,584	0.5	0.5	0.1	0.0
Asian American	5,281	85,756	8.7	11.5	0.2	0.4
Hispanic	15,620	74,852	25.9	10.0	2.2	0.8
White	33,565	504,600	55.6	67.5	-0.3	2.5
Other Ethnicity	1,545	25,475	2.8	3.4	0.2	0.2
Not Stated	1,040	17,497	1.7	2.3	-3.0	-4.3
Total	60,405	747,922	100.0	100.0		

Data Sources: CEEB and ETS (1999, 2000). Data are based on all (both public and non-public school) examinees.
Note. Statistics for examinees who were not in Grades 9-12 are excluded from the grade-level groups above.

FIGURE 3

Texas AP Examination Participation by Ethnicity: 1994-95 Through 1999-00 Public Schools, Grades 11-12



Data Sources: TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level and ethnicity from TEA PEIMS as available and from AP files otherwise.

Native American participation has fluctuated over the years. It is clear, however, that participation rates for all three groups of students remain low relative to the 2000 rates for White students (14.9%) and, particularly, Asian American students (31.3%).

Similar to their pattern of participation in the AP program, Texas public school Asian Americans had the highest IB examination participation rate in 2000 on a percentage basis (about 1.1%) among all ethnic groups (see Table A-8 in Appendix A). Asian American examinees (161) also continued to exceed ***in number*** African American (53) and Hispanic (115) IB examinees.

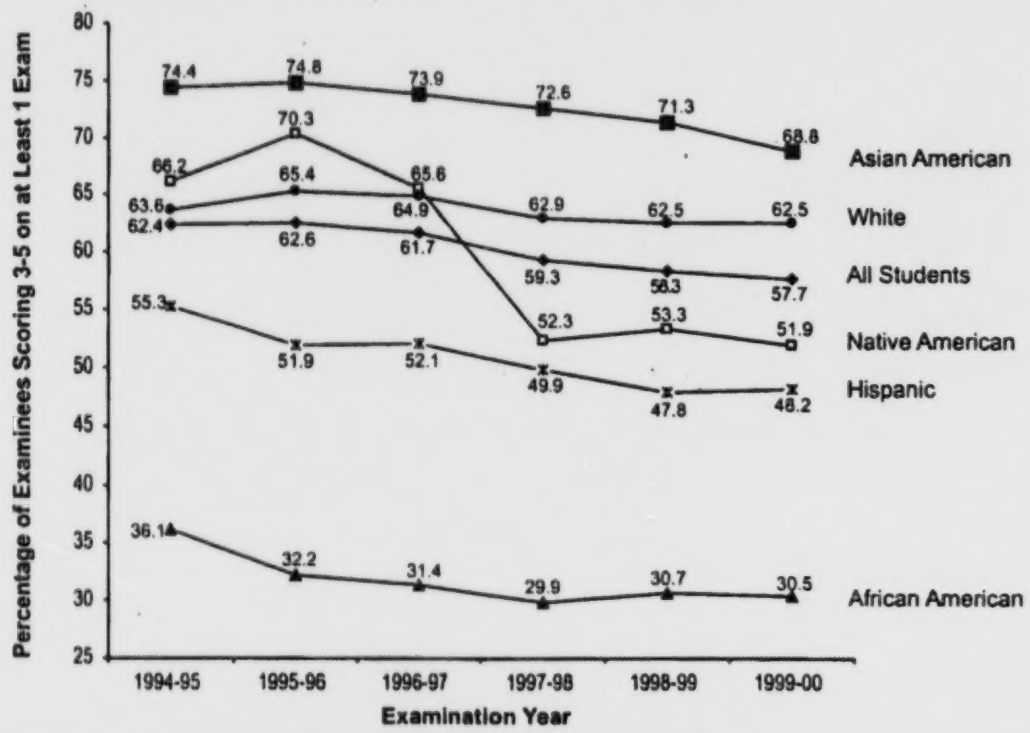
Due to the small number of Texas schools with IB participants (twelve schools), the combined AP and IB participation rates by student group were virtually identical to those for AP participation alone (see Table 2 on page 10). Overall, AP and IB participation of all student ethnic groups is on an upward trend, with the gain in participation rates less rapid for African Americans than for Asian Americans, Hispanics, and Whites. Clearly, the persistence of lower participation rates among African Americans, Hispanics, and Native Americans calls for continued attention to issues of ethnic minority student preparation for and access to AP and IB examinations in Texas, as well as across the nation.

Figure 4 shows AP performance trends by student ethnicity. Compared to 1999 results, the percentages of Grade 11-12 Texas public school AP ***examinees*** scoring in the 3-5 range dipped slightly in 2000 for Asian Americans, African Americans, and Native Americans (see also Table A-6 in Appendix A). The percentage for Hispanics went up by 0.4 percentage point, while the percentage for Whites remained the same. Among AP examinees, over two-thirds of Asian American examinees received scores in the 3-5 range, followed by nearly two-thirds of Whites, over half of Native Americans, almost half of Hispanics, and nearly one-third of African Americans. Comparable examinee trends by group for combined AP and IB results are presented in Table 3 on page 11.

A somewhat lower but roughly the same pattern of high scores on AP ***examinations*** were achieved by each ethnic group. The percentage of examinations scoring in the 3-5 range declined slightly in 2000 for all ethnic groups except African Americans (see Table A-7 in Appendix A). High scoring examinations taken by African American students remained at the 28.4 percent level achieved in 1999. Table 4 on page 11 shows comparable examination results by group when AP and IB data are combined.

FIGURE 4

Texas AP Examinee Performance by Ethnicity: 1994-95 Through 1999-00 Public Schools, Grades 11-12



Data Sources: TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level and ethnicity from TEA PEIMS as available and from AP files otherwise.

The percentage of Texas public school IB examinees earning scores in the 4-7 range declined for all ethnic groups except, again, African American students (see Table A-9 in Appendix A). In terms of examination performance, the percentage of high-scoring examinations slipped for all groups (see Table A-10 in Appendix A). The percentage of African American IB examinees with scores of 4, 5, 6, or 7 rose from 80 percent to 90.6 percent that year. Asian Americans, at 92.5 percent in 2000, had the highest percentage of examinees scoring in the 4-7 range, followed by African Americans (90.6%), Whites (86.3%), and Hispanics (73.9%).

Examinee profiles by gender. Table 5 on page 15 shows that females generally held steady as a percentage of all AP examinees nationally (55.5 % since 1999) but gained slightly in Texas (57.4% in 2000 compared to 57.0% in 1999). Similarly, females made up the largest share (506 of 843) of Texas public school IB examinees in 2000 (see Table A-8). These percentages are higher than female representation in the Grade 11-12 student population that year, which was only 51.9 percent (computed from Table A-5). As a result, males are underrepresented on all but five AP examinations: Computer Science AB, Physics C: Mechanics, Computer Science A, Physics B, and Calculus BC (see Table A-17 in Appendix A). Males represented over 60 percent of examinees in these academic subjects (listed in order of high to low participation). Otherwise, females outnumbered males most significantly on examinations in the areas of Spanish Literature, Art History, Spanish Language, Psychology, English Literature and Composition, English Language and Composition, Biology, and Studio Art: General. Overall, the largest gap in representation between males and females was in Computer Science AB, followed by Physics C: Mechanics and Computer Science A. The continued underrepresentation of males among examinees on most AP examinations raises questions about reasons for this pattern.

Female and male participation and performance trends. Over the past six years, as shown in Table A-5 in Appendix A, the percentage of female students taking AP examinations in Grades 11-12 of the Texas public schools increased more rapidly (from 7.5% in 1995 to 14.0% in 2000) than the percentage of male students (from 6.1% to 11.1%). As Table A-6 in Appendix A shows, during this same six year period, a higher percentage of male AP examinees consistently earned examination scores in the 3-5 range. The trend during 1995 to 2000 was marked, however, by a rather steady decline in scores by students of both genders; and the percentage of female AP examinees with scores in the 3-5 range fell somewhat less rapidly (from 60.5% in 1995 to 56.4% in 2000) than the percentage of male examinees (from 64.9% to 59.5%). As a result, females continued to exceed males in the sheer ***number*** of examinees earning high AP scores due, in part, to their consistently higher rate of AP participation.

As with AP participation, a greater number of female students (506) than male students (336) in the Texas public schools took IB examinations in 2000, and the participation gap between the two genders continued to grow larger (see Table A-8 in Appendix A). As Table A-9 in Appendix A illustrates, while a higher percentage of male IB examinees than females achieved scores in the 4-7 range in all years except 1995 and 1999, a higher ***number*** of females than males achieved high scores in each of the six years. Table 2 on page 10 and Table 3 on page 11 illustrate combined AP and IB examination participation and performance by gender, respectively.

AP and IB examination results by district. Of the 1056 Texas public school districts with Grade 11-12 enrollment in 1999-00, 650 had students who took at least one AP examination, and 10 of the 650 also had students who took one or more IB examinations. Of the 551 districts with five or more AP examinees, 159 districts had fewer than five examinees or examinations earning scores of 3, 4, or 5. Table B-1 in Appendix B lists the 2000 Texas AP examination results for each district with 11th and 12th graders. 2000 IB results for the ten districts with examinees are listed in Table B-2 in Appendix B. Examination results for the districts with both AP and IB examinees in 2000 appear in Table B-3 in Appendix B.

Characteristics of districts participating in AP and IB examinations. The majority of public school districts with enrollments of 500 students or more participated in 2000 AP examinations, and ***all*** districts with enrollments of 5,000 or more participated that year (see Table C-1 in Appendix C; see also the Glossary for definitions of each of the 25 district categories used in the Appendix C tables). However, in 2000, around 64 percent of rural districts did not participate. Nonetheless, a majority of districts in 15 of Texas' 20 education service center (ESC) regions—Regions 1-5,7, 9-14, and 18-20—participated in the 2000 AP program. Other characteristics typical of a majority of districts participating in 2000 AP examinations included: a student SAT and ACT participation rate of at least 55 percent; 20% or more of students' SAT or ACT scores exceeding the criterion (1110 for the SAT I Total or 24 for the ACT Composite); average teacher salaries of at least $33,830; average teacher experience of at least 10 years; or a percentage of teachers with advanced degrees of at least 12.2%.

The ten public school districts also participating in IB examinations in 2000 had most characteristics in common with the districts participating in AP only (see Table C-1 in Appendix C). All had enrollments of 5,000 students or more, average teacher salaries of at least $33,830, at least 18.5 percent of teachers with advanced degrees, and ethnic minority pupil enrollments of 10.0 percent or more. In only one of the districts did average teacher salaries fall below $35,516 or less than 55 percent of graduates participate in SAT I or ACT testing.

District characteristics associated with high participation and performance in AP examinations. Of Texas' 650 public school districts participating in 2000 AP examinations, those with the highest student participation (12% or more of the student population tested) clustered in seven ESC regions of the state: Regions 1, 9-11, 13, and 19-20 (see Figure 5 on page 20). As shown in Table C-2 in Appendix C, six ESC regions had more than 50 percent of examinees scoring in the 3-5 range on at least one AP examination: Houston (Region 4), Huntsville (Region 6), Kilgore (Region 7), Richardson (Region 10), Fort Worth (Region 11), and Austin (Region 13) . Huntsville, although under 12 percent in overall student participation in AP, had the highest percentage of high-scoring examinees in the state (73.1 percent). Generally, higher AP examinee participation and performance tended to track with increases in such district characteristics as average teacher salaries, percentage of students passing all TAAS tests taken, percentage of graduates taking the SAT I or ACT, and percentage of examinees with SAT or ACT scores above the criterion (see Figure 6 on page 21, and Table C-2 in Appendix C).

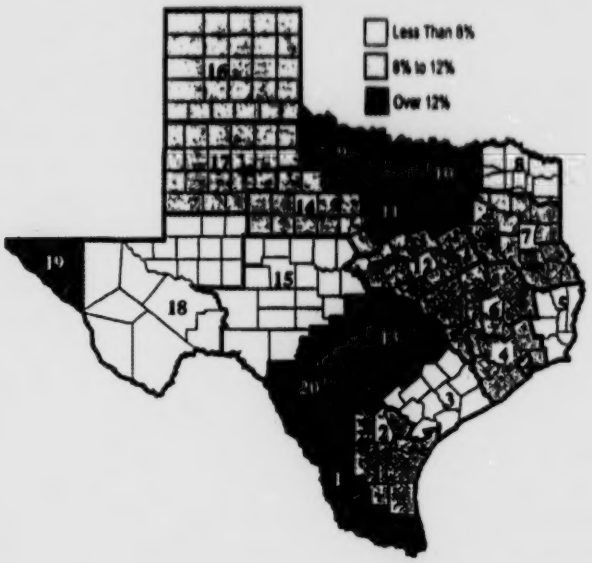
It is important to recognize that certain district characteristics may be linked in part to other district characteristics. For example, two characteristics noted above as correlated with higher AP participation and performance—district size and teacher salary—also are correlated with each other; large districts typically have higher teacher salaries. This interrelatedness of district factors, then, must be considered when drawing implications about how individual districts might work to improve student participation and performance in the AP program.

Summary

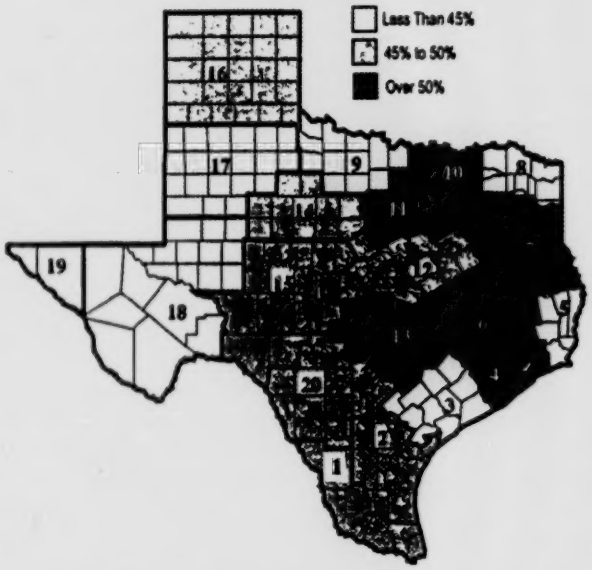
Overall, Texas AP results show robust growth over the past fourteen years (1987-2000) in the number of schools and districts participating in the program, number of students tested, number of examinations taken, and number of advanced courses (AP, IB, and other TEA-defined advanced courses) completed by public school students. AP examination performance results are more mixed. In 2000, the highest number of examinees to date earned scores in the 3-5 range, but the slippage in percentage of examinees earning high scores, which began in 1996, continued. As educators and students in schools with new or expanding AP programs gain more experience with AP courses and examinations, recovery in examination performance is expected.

FIGURE 5

1999-00 Texas AP Participation: Percentage of Students Taking at Least One Examination



1999-00 Texas AP Performance: Percentage of Examinees Scoring 3 or Above



Data Sources: TEA analysis of CEEB 1999-00 Texas public school AP examination data and TEA PEIMS 1999-00 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

While the number of Texas public schools and districts participating in the IB program remained virtuallyconstant from 1995 to 2000, the numbers of examinees and examinations in 2000 did represent increases of about 97 percent and 129 percent, respectively, above those in 1995. Similarly, the number of Texas IB scores in the 4-7 range showed a 143 percent increase over 1995 figures.

CONSIDERATIONS FOR EDUCATIONAL COMMUNITIES

Academic opportunities such as the Advanced Placement (AP) and International Baccalaureate (IB) programs offer benefits not just to students, but also to their teachers, high schools, and the colleges and universities they attend (CEEB, 1996). Potentially, the two programs provide students with both tangible and intangible rewards that contribute to college-level success. AP and IB courses and associated examinations provide:

- Knowledge accrued from in-depth study of certain academic subjects;
- Opportunity to develop analytical and other study skills;
- Comparisons of achievement with peers that motivate and inspire confidence for managing future academic challenges; and
- Opportunity to earn college credit or advanced placement, depending on the policies of the college or university they attend.

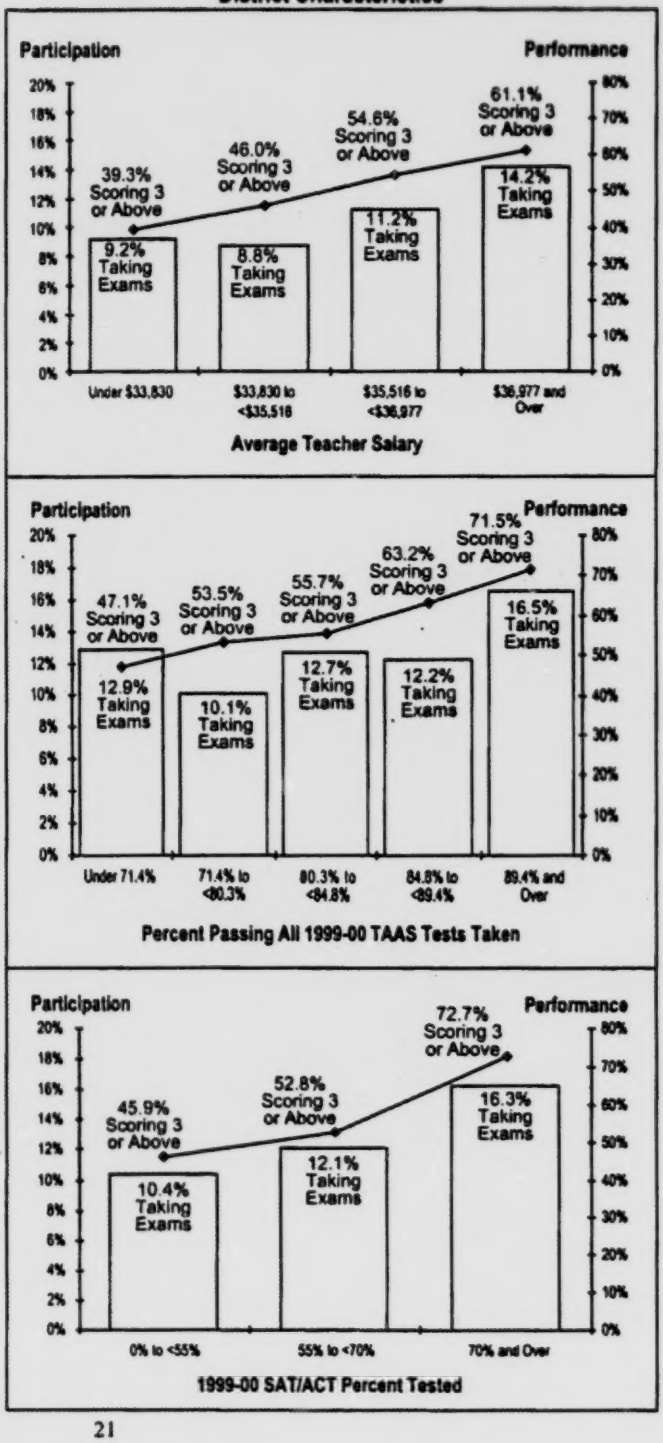
Secondary school teachers who develop and implement AP and IB programs benefit from opportunities for professional development and the chance to teach challenging subjects to able, motivated students. For high schools, both programs enhance the quality and reputation of the college preparatory program and help enrich

the overall academic curriculum. Finally, AP and IB course-taking and examination data provide colleges and universities an additional means to identify and recruit students who have successfully met the demands of challenging college-level courses.

Findings from research and practice offer education communities (students, educators, schools, community members, institutions of higher education, and policymakers) some keys to maximizing the potential benefits of their AP and IB programs. Local and institutional consideration of educationally relevant factors and supports can help ensure the accessibility and quality of AP or IB courses and examinations and, ultimately, the success of all students who participate in these challenging academic opportunities. Research evidence suggests the following six recommendations in particular:

1. Student access to AP and IB courses and examinations ***within schools*** should be examined.
2. Student access to AP and IB courses and examinations ***statewide*** should be examined.
3. Rigor and quality of AP and IB courses should be examined and supported.
4. Student performance in AP and IB courses should be examined.
5. AP and IB examination performance should be interpreted relative to college success.
6. Subject-specific, college-level learning from AP and IB courses should be recognized as foremost.

FIGURE 6
1999-00 Texas AP Participation and Performance by District Characteristics



Data Sources: TEA analysis of CEEB 1999-00 Texas public school AP examination data and of TEA PEIMS 1999-00 enrollment data using examinee grade level from PEIMS as available and from AP files otherwise.

The discussion immediately following provides highlights from recent research relevant to three of the above recommendations. The remainder of this section presents information familiar to readers of previous annual reports on Texas' AP and IB examination results (TEA, 2000e, f). These perspectives from research and practice are intended to offer food for thought as education communities consider ways in which they might sustain and improve local AP and IB programs.

Recent Findings

Recent studies are shedding more light on issues important to ***within-school student access*** to AP and IB courses. High schools vary in degree and success with respect to using multiple procedures to identify students who may be successful in AP courses. Educators use procedures such as teacher recommendations, student self-nominations and parent requests, previous coursework, grades in relevant courses, and achievement test scores to identify and place students in AP courses. For students not identified through such procedures but who may benefit from and perform well in AP courses, Camara and Millsap (1998) recommend the additional approach of using PSAT/NMSQT scores. Educators also might use this approach, along with others, to consider whether additional AP subjects or sections of the same AP course should be offered to meet the needs of their particular students.

Studies relevant to the ongoing support of ***course rigor and quality*** yield competing conclusions. Lichten (2000) appears to suggest limiting student access to AP courses as a means for improving course quality and examination performance. This solution is too simplistic, according to Camara, Dorans, Morgan, and Myford (2000). They argue that AP course and program quality is influenced by many factors, including such things as levels of content and teaching practices, that must be considered in ensuring the rigor and high quality of AP and IB courses.

Finally, new research is confirming and extending certain understandings associated with the positive ***relationship between examination performance and college success.*** Except for three examinations—U.S. History, English Language, and English Literature—research shows students are more likely to major in a subject area in which they were tested than were college students in general (Morgan and Maneckshana, 2000). At the level of individual course performance, studies by Casserly (1986), Morgan and Crone (1993), and Morgan and Ramist (1998) have found AP examinees who received college credit for prerequisite courses based on AP scores performed the same or better than non-AP examinees in subsequent college courses. In terms of overall postsecondary performance of college students who had taken AP examinations, a majority graduated from college within four years, and a majority earned better than a 3.0 GPA (Morgan & Maneckshana, 2000).

Student access to AP and IB Courses and Examinations *Within Schools* Should be Examined.

Access to courses. The challenge is to develop programs that will effectively prepare a broad range of high school students for exposure to college-level academics offered in high school. To that end, curriculum articulation and alignment may need scrutiny, including possible development of Pre-AP, Pre-IB, or other relevant prerequisite courses to better prepare a large number and diversity (e.g., by ethnicity, gender, economic status, etc.) of students for AP and IB courses. Forming AP Vertical Teams of educators across grades (middle and high school) and content areas may help in this regard, as well as review of district and school policies governing access to AP and IB courses. Educators must ensure that the opportunity for participation in such courses is open to all students.

Access to examinations. As is the case for any examination not required of all students (e.g., SAT I, ACT, AP, IB, etc.), the extent of student participation can be affected by any number of factors.

- One important factor is the fee charged per AP or IB examination taken. Although paying fees for examinations that provide students the potential to earn college credit with qualifying scores is much less than the cost of taking college courses, the fees can be prohibitive for many. However, examination cost has become less of an issue with: College Board fee reductions for AP examinations; the funding of the Texas AP/IB Incentive Program over the three previous biennia and especially the current biennium; the new federal funding for AP and IB; and other locally sponsored fee reductions and waivers (e.g., Hager, Antinone, Fleisher, & Vinson, 1997). These efforts usually include special provisions for assisting financially needy students.
- While students may take AP and IB examinations for reasons other than for earning college course credit or advanced placement, qualifying scores on other examinations, such as the College Board's SAT II: Subject Tests and CLEP tests, are often used by colleges and universities as alternative tests to grant students course credit or advanced placement (e.g., Brasel, 1993; TEA, 1997; The University of Texas at Austin, 1995).
- Even students who receive high school credit for AP or IB courses without taking the examinations or without achieving qualifying examination scores often receive more consideration in the college admissions process than students who have not completed advanced high school courses.

Student Access to AP and IB Courses and Examinations *Statewide* Should be Examined.

While the number of Texas schools and districts with AP courses, examinations, or both has been growing quite rapidly over the past few years, there remain a large number of Texas public high schools and districts whose students take neither the courses nor examinations. Texas public school data in 2000 continued showing low-enrollment districts having lower AP examination participation than large districts. Because of the type of review process maintained and the financial commitment required by the IBO for school and district participation, the number of Texas schools and districts participating in the IB program has remained both low and virtually constant.

- Small numbers of students may make it more difficult for schools or districts to offer AP, IB, or other advanced courses. However, small districts have a history of collaborating to meet the educational needs of students. Also, solutions through technology, such as increased access to distance learning courses (e.g., TEA, T-STAR Information and Training Center, 1998), are becoming more of a reality.
- Schools with no recent or previous AP or IB examination experience may be at a disadvantage when compared to schools with prior experience, and must be allowed ample time and support to establish such programs.
- Percentages of all (public and non-public school) students taking AP examinations in most states remain quite low, and these percentages across states tend to increase with state percentages of examination scores achieved in the 3-5 range. This suggests that there is still a great deal of untapped potential in student participation and performance among states, including Texas. Currently, the correlation between participation and performance percentages across Texas districts is negligible.
- Teacher training subsidies and equipment grants through the Texas AP/IB Incentive Program can help support establishment of AP and IB programs in a greater number of schools and districts, as well as expanding and improving existing programs.

Rigor and Quality of AP and IB Courses Should be Examined and Supported.

Student examination performance is one type of check on the rigor and quality of AP and IB courses. If discrepancies in course grades assigned by teachers and scores obtained on AP and IB examinations are observed, they may point to a possible need for evaluation of the curriculum and instruction.

- Careful evaluation of student performance on various components of the AP and IB examinations may help identify areas needing improvement or better coverage in the curriculum.
- Discrepancies in examination performance among student groups (e.g., by ethnic group, gender, varying amounts and quality of academic preparation, previous examinations taken, etc.) should be examined so that supports (e.g., study guides, review sessions, extra tutoring, etc.), relevant teacher training, or curriculum and instructional changes can be considered.
- Based on studies from the College Board (e.g., College Board, AP Program, 1996; CEEB, Office of Research and Development, 1998), if block scheduling is used for AP courses, careful consideration and evaluation may be needed regarding the impact of schedule type (year-long versus semester-long) on student course and examination performance.

Student Performance in AP and IB Courses Should be Examined.

Analysis of TEA and College Board AP data continue to show increasing numbers and percentages of Texas examinees completing AP and other advanced courses during the same year, along with increasing numbers and percentages of AP and other advanced course completers who have taken AP examinations. Another study (Henderson, Winitzky, & Kauchak, 1996) has indicated that training teachers to most effectively prepare students in AP courses for AP examinations can have a major influence on how well students perform on the examinations. Extending such generalizations to IB examination performance is reasonable but can only be done on a tentative basis at best.

- On average, examinees who have taken the corresponding AP courses continue either to outscore or perform about the same as those who have not taken the corresponding courses. Thus, students who take AP courses should be encouraged to take the examinations and should be well informed about possible support available to help defray examination costs. (IBO policy usually does not permit students to take an IB examination unless they have taken the corresponding course.)
- Examinees who have had progressively rigorous academic preparation, along with progressively rigorous experience with examinations such as the PSAT/NMSQT, SAT I, and ACT, may have some advantage over students who have not had the same type of preparation and experience.
- According to Henderson et al. (1996), effective teachers ask and distribute more questions across all of their students, spend a greater percentage of time on task during a class period, provide more assignments and greater amounts of feedback on those assignments, and create a learning environment that encourages higher participation by students when responding to questions. They also have more elaborated and organized knowledge structures of their subject matter than less effective teachers.

AP and IB Examination Performance Should be Interpreted Relative to College success.

AP and IB courses and examinations appear to be means to many critical longer-term goals. Willingham and Morris' (1986) study of AP examinees revealed the following patterns.

- Students who earned scores of 3, 4, or 5 on AP examinations tended to excel in college to a greater degree than students who did not take the examinations. Such students were more likely to maintain a B average their freshman year and were more likely to graduate with academic honors. They were more frequently cited as leaders and as most successful overall. These students also were more often accepted to doctoral-level programs following undergraduate work than their non-AP peers.

- Students who earned more scores of 4 or 5 on their AP examinations tended to have higher scores on a college admissions test and to graduate in the top 10 percent of their high school class. They also were more likely to graduate from college with top honors. Students who scored 1 or 2 on the AP examinations tended to do less well—for example, they were less likely to be among the top performers in high school and were less likely to graduate from college with honors.

- AP examinees were more likely to take more coursework in the subject areas in which they were tested. In fact, they were also two to five times more likely to major in a subject area in which they were tested than were college students in general. Thus, taking a particular AP subject examination may indicate a special interest in that academic area.

Subject-specific, College-level Learning From AP and IB Courses Should be Recognized as Foremost.

The most important criterion in assessing the benefits of the AP and IB programs is, simply, the experience itself: whether or not students are gaining subject-specific, college-level learning while still in high school. A large and equally important part of the experience is taking the AP and IB examinations, because scores from the examinations represent objective, external, standardized measurements of how well students are likely to perform in the same courses taken in college. The overall value of college-level learning opportunities offered through AP and IB programs results from a combination of multiple factors, including the quality and rigor of the advanced courses, the effectiveness of the teaching, and the availability of AP or IB courses and examinations to an ever-increasing number and diversity of able and motivated students. Ultimately, such higher-level learning should translate into a greater number of Texas high school graduates who are academically prepared, should they so choose, to successfully meet the challenges of the college and university experience.

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APPENDIX A
AP AND IB SUMMARY TABLES, 2000

TABLE A-1

AP and IB Examination Grading Scales: Correspondence Between Scores and Verbal Descriptions

Advanced Placement		International Baccalaureate			
All Exams		Subject Exams		Theory of Knowledge Exam and Extended Essay Exams	
Score	*Verbal Description*	*Score*	*Verbal Description*	*Score*	*Verbal Description*
5	Extremely well qualified	7	Excellent	A	Excellent
4	Well qualified	6	Very good	B	Good
3	Qualified	5	Good	C	Satisfactory
2	Possibly qualified	4	Satisfactory	D	Mediocre
1	No recommendation	3	Mediocre	E	Elementary
		2	Poor	F	No grade
		1	Very poor		

Data Sources: CEEB and ETS (1994a); IBO (1997).

TABLE A-2

1999-00 AP Examination Results by State and for the Nation

State	Number of AP Schools	Percent of Total Schools in AP	Grade 11-12 Enrollment	Total AP Examinees	Percent of Enrollees Taking >=1 AP Exam	1999-2000 Percent Change: Examinees	Total AP Exams Taken	Percent Exams Scored 3-5
Alabama	185	36.3	97,235	5,645	5.8	-5.8	8,416	61.0
Alaska	36	12.6	17,293	1,648	9.5	10.2	2,842	63.1
Arizona	129	51.0	108,811	7,505	6.9	3.3	12,137	62.1
Arkansas	123	33.0	64,489	3,766	5.8	13.0	5,871	51.5
California	1,156	74.7	795,718	131,361	16.5	10.1	229,310	63.2
Colorado	189	49.9	96,112	11,887	12.4	14.7	18,420	65.4
Connecticut	202	85.2	79,130	12,402	15.7	11.9	21,079	73.0
Delaware	38	64.4	17,828	2,116	11.9	5.9	3,639	68.9
District of Columbia	36	94.7	8,461	2,097	24.8	16.6	3,791	71.9
Florida	435	64.8	290,609	45,234	15.6	11.1	78,222	58.0
Georgia	357	65.0	168,028	20,460	12.2	10.2	33,179	59.7
Hawaii	56	72.7	29,744	3,251	10.9	5.0	5,304	67.4
Idaho	63	42.0	37,036	2,132	5.8	7.4	3,223	64.1
Illinois	454	54.1	293,524	29,944	10.2	12.0	51,741	72.3
Indiana	316	59.1	141,369	10,292	7.3	6.4	15,804	52.6
Iowa	141	33.3	80,170	3,844	4.8	5.1	5,591	71.3
Kansas	95	24.4	69,767	3,473	5.0	9.1	4,856	67.2
Kentucky	219	66.4	91,497	7,575	8.3	11.3	11,830	51.2
Louisiana	116	24.6	101,128	3,458	3.4	5.1	5,234	64.6
Maine	112	63.3	32,045	3,248	10.1	4.0	4,839	66.9
Maryland	257	79.3	116,883	19,680	16.8	10.9	32,606	70.9
Massachusetts	342	86.4	138,919	21,305	15.3	8.3	35,214	74.1
Michigan	486	56.7	235,149	21,406	9.1	9.9	33,074	65.4
Minnesota	215	44.6	142,702	13,018	9.1	9.5	19,577	62.1
Mississippi	127	38.7	61,956	2,715	4.4	-8.6	3,816	44.6
Missouri	205	32.6	130,890	6,275	4.8	15.2	10,003	71.9
Montana	71	34.3	24,687	1,596	6.5	4.5	2,249	69.4
Nebraska	75	21.7	47,837	1,694	3.5	5.2	2,349	65.4
Nevada	41	38.7	40,428	3,091	7.6	5.8	5,474	60.6
New Hampshire	89	79.5	31,298	3,390	10.8	8.9	4,921	69.0
New Jersey	419	87.8	171,470	24,997	14.6	4.7	43,376	71.0
New Mexico	79	50.0	43,619	3,303	7.6	7.5	5,249	53.1
New York	969	76.7	387,333	74,578	19.3	6.2	123,103	64.9
North Carolina	364	67.7	150,581	21,871	14.5	8.4	37,337	57.6
North Dakota	17	8.8	19,753	691	3.5	15.7	983	74.5
Ohio	561	63.1	293,851	23,268	7.9	6.5	35,998	66.6
Oklahoma	219	42.0	84,853	6,475	7.6	15.3	9,958	58.6
Oregon	150	50.2	81,969	5,032	6.1	11.0	7,237	70.0
Pennsylvania	585	63.4	285,878	26,933	9.4	7.7	43,164	66.7
Rhode Island	47	70.1	21,868	2,241	10.2	8.2	3,501	70.1
South Carolina	233	74.0	82,036	10,300	12.6	-2.4	16,570	56.6
South Dakota	38	19.2	21,705	1,314	6.1	19.5	1,949	59.2
Tennessee	222	53.1	110,311	9,464	8.6	4.2	14,788	65.4
Texas	**1,015**	**63.1**	**480,957**	**60,405**	**12.6**	**17.9**	**107,640**	**54.8**
Utah	103	78.6	74,399	12,185	16.4	1.3	19,641	69.0
Vermont	70	72.2	17,517	1,741	9.9	2.4	2,530	68.9
Virginia	354	74.7	150,220	29,016	19.3	3.5	51,275	62.7
Washington	245	58.1	152,398	11,497	7.5	13.6	17,241	67.7
West Virginia	95	55.2	44,257	2,378	5.4	8.2	3,710	54.3
Wisconsin	379	65.3	144,938	14,197	9.8	13.1	21,697	68.8
Wyoming	28	33.3	14,864	528	3.6	6.2	766	61.6
Nation	***12,558***	***57.3***	***6,425,520***	***747,922***	***11.6***	***9.0***	***1,242,324***	***63.6***

Data Sources: CEEB and ETS (2000c). Grade 11-12 enrollment data from Applied Educational Research, Inc., of Princeton, NJ, as cited in CEEB and ETS (2000c). Above data include both public and private school examinees and enrollees.

TABLE A-3

2000 AP Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours

AP Exam	AP Course Number and Course in PEIMS		Minimum Recommended College Credit Hours
Art and Music			
Art History	A3500100	History of Art	6
Studio Art – Drawing	A3500300	Studio Art – Drawing	6
Studio Art – General	A3500200	Studio Art – General	6
Music Theory	A3150200	Music Theory	6
English			
English Language and Composition	A3220100	English Language and Composition	6
English Literature and Composition	A3220200	English Literature and Composition	6
Languages			
French Language	A3410100	French Language	6-8
French Literature	A3410200	French Literature	6-12
German Language	A3420100	German Language	6-8
Latin Literature	A3430200	Latin (Catullus-Horace)	6-8
Latin – Vergil	A3430100	Latin (Vergil)	6-8
Spanish Language	A3440100	Spanish Language	6-8
Spanish Literature	A3440200	Spanish Literature	6-12
Math/Computer Science			
Calculus AB	A3100101	Calculus AB	3-4
Calculus BC	A3100102	Calculus BC	6-8
Computer Science A	A3580100	Computer Science I*	3-4
Computer Science AB	A3580200	Computer Science II	6-8
Statistics	A3100200	Statistics*	3
Science			
Biology	A3010200	General Biology	8
Chemistry	A3040000	Chemistry	8
Physics B	A3050001	Physics B	6-8
Physics C – Electr. & Magnetism	A3050002	Physics C*	4
Physics C – Mechanics	A3050002	Physics C*	4
Environmental Science	A3020000	Environmental Science*	4
Social Science/History			
Gov't. and Politics: Comparative	A3330200	Comparative Government and Politics*	3
Gov't. and Politics: United States	A3330100	American Government and Politics	3
History – European	A3340200	European History	6
History – United States	A3340100	United States History	6
Macroeconomics	A3310200	Macroeconomics*	3
Microeconomics	A3310100	Microeconomics*	3
Psychology	A3350100	Psychology*	3

Data Sources: CEEB and ETS (2001c); 2000 TEA PEIMS for Texas AP courses; and ACE (cited in CEEB and ETS, 2001c) for recommended minimum college credit hours for qualifying AP examination scores.
* Indicates half-year AP courses.

TABLE A-4

Texas AP/IB Incentives Through the 2000-01 Biennium

Incentive Target	Incentive Description	Funded Since 1994-95 Biennium	Funded in 2000-01 Biennium*
School	A one-time $3,000 equipment grant for providing a college-level Advanced Placement (AP) or International Baccalaureate (IB) course to be paid to a school based on need as determined by the commissioner.	No	Yes * Up to 150 projects received awards based on highest scores on application criteria in school year 1999-2000; up to 250 projects received awards in 2000-2001.
School	$100 for each student who scores a three or better on a college-level AP examination or four or better on an IB examination.	No	Yes * Actual award amount will be dependent on both the number of students tested and the number who receive the indicated scores.
Teacher	Subsidized teacher training, not to exceed $450 for each teacher, for a college-level AP or IB course.	Yes	Yes
Teacher	A one-time award of $250 for teaching a college-level AP or IB course for the first time.	No	No
Teacher	A share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a three or better on an AP examination or four or better on an IB examination.	No	No
Student	A student receiving a score of three or better on an AP examination or four or better on an IB examination may receive reimbursement, not to exceed $65, for the testing fee.	No	No
Student	The agency may pay for all AP and IB examinations taken by students who take a PEIMS-designated AP/IB course in the subject of the test.	No	Yes * The agency assumed $30 of the cost of each examination taken by eligible students. Thus, in 2000, no student paid more than $46 per AP examination or $18 per IB examination; in 2001, no student paid more than $47 per AP examination or $20 per IB examination.
Student	Students in financial need will receive further federal and state fee reductions.	Yes	Yes * Students meeting financial need eligibility criteria outlined by the College Board and IB North America paid no more than $5 per AP or IB examination. Campuses waived the administrative fee for AP examinations.

Data Sources: TEC §§28.052-28.054 and Rider 30 of the Appropriations Act, Article III - Education, 76th Texas Legislature.
* TEA (1999a, b, 2000b, c, 2001a) correspondence from the commissioner dated 8/26/99 can be seen at http://www.tea.state.tx.us/taa/aas990826.html; dated 12/10/99 at http://www.tea.state.tx.us/taa/cur991210.html; dated 3/22/2000 at http://www.tea.state.tx.us/taa/gted000322.html; dated 9/21/00 at http://www.tea.state.tx.us/taa/adv000921.html; and dated 3/16/01 at http://www.tea.state.tx.us/gted/feeupdate.htm.

TABLE A-5

Texas AP Examination Participation: 1994-95 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Examinees	51,670	2,852	4,497	12,881	131	31,242	29,859	21,811
Number of Students	410,308	52,069	14,376	133,844	979	209,040	213,139	197,169
Percentage of Students Taking Exams	12.6	5.5	31.3	9.6	13.4	14.9	14.0	11.1
1998-1999								
Number of Examinees	44,186	2,164	3,889	10,238	105	27,696	25,356	18,830
Number of Students	404,269	51,253	14,214	129,512	1,475	207,815	209,762	194,507
Percentage of Students Taking Exams	10.9	4.2	27.4	7.9	7.1	13.3	12.1	9.7
1997-1998								
Number of Examinees	37,743	1,848	3,458	8,073	88	24,206	21,659	16,084
Number of Students	393,939	51,136	12,834	124,351	918	204,700	204,395	189,544
Percentage of Students Taking Exams	9.6	3.6	26.9	6.5	9.6	11.8	10.6	8.5
1996-1997								
Number of Examinees	32,071	1,568	3,064	6,172	64	21,122	18,410	13,661
Number of Students	377,285	49,021	12,118	117,575	831	197,740	195,693	181,592
Percentage of Students Taking Exams	8.5	3.2	25.3	5.2	7.7	10.7	9.4	7.5
1995-1996								
Number of Examinees	27,413	1,180	2,693	4,853	64	18,415	15,582	11,831
Number of Students	359,336	45,849	11,553	110,328	821	190,785	186,647	172,689
Percentage of Students Taking Exams	7.6	2.6	23.3	4.4	7.8	9.7	8.3	6.9
1994-1995								
Number of Examinees	23,980	848	2,465	4,055	71	16,391	13,611	10,369
Number of Students	352,587	43,811	11,189	107,843	792	188,952	182,228	170,359
Percentage of Students Taking Exams	6.8	1.9	22.0	3.8	9.0	8.7	7.5	6.1

Data Sources: TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

TABLE A-6

Texas AP Examinee Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Examinees Scoring 3-5 on Exams	29,800	870	3,094	6,213	68	19,512	16,830	12,970
Percentage of Examinees Scoring 3-5 on Exams	57.7	30.5	68.8	48.2	51.9	62.5	56.4	59.5
1998-1999								
Number of Examinees Scoring 3-5 on Exams	25,762	665	2,773	4,898	56	17,314	14,410	11,352
Percentage of Examinees Scoring 3-5 on Exams	58.3	30.7	71.3	47.8	53.3	62.5	56.8	60.3
1997-1998								
Number of Examinees Scoring 3-5 on Exams	22,387	552	2,512	4,027	46	15,214	12,561	9,826
Percentage of Examinees Scoring 3-5 on Exams	59.3	29.9	72.6	49.9	52.3	62.9	58.0	61.1
1996-1997								
Number of Examinees Scoring 3-5 on Exams	19,772	493	2,263	3,217	42	13,711	11,129	8,643
Percentage of Examinees Scoring 3-5 on Exams	61.7	31.4	73.9	52.1	65.6	64.9	60.5	63.3
1995-1996								
Number of Examinees Scoring 3-5 on Exams	17,154	380	2,014	2,521	45	12,050	9,604	7,550
Percentage of Examinees Scoring 3-5 on Exams	62.6	32.2	74.8	51.9	70.3	65.4	61.6	63.8
1994-1995								
Number of Examinees Scoring 3-5 on Exams	14,965	306	1,835	2,241	47	10,432	8,234	6,731
Percentage of Examinees Scoring 3-5 on Exams	62.4	36.1	74.4	55.3	66.2	63.6	60.5	64.9

Data Sources: TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

TABLE A-7

Texas AP Examination Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

	All	African American	Asian American	Hispanic	Native American	White	Female	Male
1999-2000								
Number of Exams with Scores of 3-5	51,429	1,302	7,313	8,055	119	34,577	26,963	24,466
Number of Total Exams	96,183	4,592	11,312	20,934	234	59,002	52,755	43,428
Percentage of Exams with Scores of 3-5	53.5	28.4	64.7	38.5	50.9	58.6	51.1	56.3
1998-1999								
Number of Exams with Scores of 3-5	43,608	994	6,255	6,302	106	29,868	22,723	20,885
Number of Total Exams	79,227	3,503	9,239	16,199	190	49,951	43,236	35,991
Percentage of Exams with Scores of 3-5	55.0	28.4	67.7	38.9	55.8	59.8	52.6	58.0
1997-1998								
Number of Exams with Scores of 3-5	37,517	807	5,636	5,196	85	25,750	19,664	17,853
Number of Total Exams	65,985	2,747	8,148	12,188	159	42,644	36,030	29,955
Percentage of Exams with Scores of 3-5	56.9	29.4	69.2	42.6	53.5	60.4	54.6	59.6
1996-1997								
Number of Exams with Scores of 3-5	31,764	684	4,591	4,046	58	22,331	16,872	14,892
Number of Total Exams	54,070	2,277	6,633	8,934	98	36,024	29,549	24,521
Percentage of Exams with Scores of 3-5	58.7	30.0	69.2	45.3	59.2	62.0	57.1	60.7
1995-1996								
Number of Exams with Scores of 3-5	27,472	527	4,098	3,163	73	19,374	14,495	12,977
Number of Total Exams	45,320	1,683	5,794	6,784	116	30,576	24,412	20,908
Percentage of Exams with Scores of 3-5	60.6	31.3	70.7	46.6	62.9	63.4	59.4	62.1
1994-1995								
Number of Exams with Scores of 3-5	23,931	423	3,671	2,799	74	16,788	12,371	11,560
Number of Total Exams	39,859	1,181	5,215	5,783	119	27,289	21,354	18,505
Percentage of Exams with Scores of 3-5	60.0	35.8	70.4	48.4	62.2	61.5	57.9	62.5

Data Sources: TEA analysis of CEEB 1994-95 through 1999-00 Texas AP public school examination data using grade level, gender, and ethnicity from TEA PEIMS as available and from AP files otherwise.

TABLE A-8

Texas IB Examination Participation: 1994-95 Through 1999-00 Public Schools, Grades 11-12

Student Groups	1994-95			1995-96			1996-97			1997-98			1998-99			1999-00		
	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams	Number of Students	Number of Examinees	Percent of Students Taking Exams
All	352,587	429	0.12	358,336	419	0.12	377,285	619	0.16	383,939	612	0.16	404,269	714	0.18	410,308	843	0.21
Female	182,228	242	0.13	185,647	233	0.12	195,693	358	0.18	204,395	366	0.18	208,762	424	0.20	213,139	506	0.24
Male	170,359	181	0.11	172,689	183	0.11	181,592	257	0.14	189,544	243	0.13	194,507	288	0.15	197,169	336	0.17
African American	43,811	38	0.09	45,849	33	0.07	49,021	61	0.12	51,136	58	0.11	51,253	45	0.09	52,069	53	0.10
Asian American	11,189	60	0.54	11,553	53	0.46	12,118	112	0.92	12,834	121	0.94	14,214	135	0.95	14,376	161	1.12
Hispanic	167,843	27	0.03	170,328	24	0.02	177,575	31	0.03	184,351	39	0.03	189,512	52	0.04	193,844	115	0.09
Native American	792	<5	-	821	<5	-	831	<5	-	918	<5	-	1,475	<5	-	979	<5	-
White	128,952	298	0.16	130,785	306	0.16	137,740	410	0.21	204,700	388	0.19	207,815	477	0.23	208,040	511	0.24

Data Sources: TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. TEA PEIMS for student enrollment. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-).

TABLE A-9

Texas IB Examinee Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

Student Groups	1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams	Number of Examinees Scoring 4-7 on Exams	Percent of Examinees Scoring 4-7 on Exams
All	343	80.0	334	79.7	532	85.9	540	88.2	657	92.0	725	86.0
Female	197	81.4	180	77.3	303	84.6	317	86.6	398	93.9	432	85.4
Male	142	78.5	152	83.1	225	87.6	221	91.0	258	89.6	293	87.2
African American	13	34.2	7	21.2	21	34.4	32	55.2	36	80.0	48	90.6
Asian American	55	91.7	52	98.1	108	96.4	114	94.2	130	96.3	149	92.5
Hispanic	18	66.7	17	70.8	24	77.4	35	89.7	49	94.2	85	73.9
Native American	-	-	-	-	-	-	-	-	-	-	-	-
White	253	84.9	256	83.7	374	91.2	354	91.2	438	91.8	441	86.3

Data Sources: TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-)

TABLE A-10

Texas IB Examination Performance: 1994-95 Through 1999-00 Public Schools, Grades 11-12

Student Groups	1994-95			1995-96			1996-97			1997-98			1998-99			1999-00		
	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7	Number of Exams	Number of Exams with Scores of 4-7	Percent of Exams with Scores of 4-7
All	910	689	74.7	867	636	73.4	1,401	1,105	78.9	1,818	1,356	80.5	1,703	1,369	80.7	2,085	1,649	79.1
Female	500	365	75.8	452	329	70.8	826	616	74.6	937	739	78.9	1,006	911	85.3	1,240	987	79.8
Male	355	260	73.4	410	312	76.1	640	497	77.7	820	555	82.8	735	588	80.0	844	682	80.8
African American	56	22	39.3	44	13	29.6	165	36	21.8	158	83	38.9	188	72	66.7	140	92	65.7
Asian American	165	134	81.2	137	115	83.9	295	245	83.1	345	317	91.9	395	340	86.1	421	347	82.4
Hispanic	48	30	62.5	46	29	63.0	85	46	70.8	92	65	70.7	124	94	75.8	255	144	56.3
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	634	489	77.1	635	475	74.8	937	782	83.5	1,000	838	83.8	1,156	985	85.3	1,264	1,063	84.1

Data Sources: TEA summary analyses of Texas public school examination data files provided by the IBO in Cardiff, Wales, Great Britain, with final IB results data for 2000 obtained from IBO in February 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (–).

TABLE A-11

Texas Students with Advanced Course Completions: 1992-93 Through 1999-00 Public Schools, Grades 9-12

Statistics for All Advanced Courses	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Number of Students With at Least One Course Completed	98,541	106,726	117,791	158,977	192,357	206,346	194,418	216,355
Number of Course Completions	145,346	164,391	188,283	437,750	560,840	626,819	635,941	692,406
Average Number of Courses Completed Per Student	1.5	1.5	1.6	2.8	2.9	3.0	3.3	3.2
Statistics for AP Courses								
Number of Students With at Least One AP Course Completed	11,402	21,505	32,723	46,977	59,939	74,132	108,773	114,073
Number of AP Course Completions	17,073	32,667	51,270	131,683	170,503	219,283	338,373	358,946
(Percentage of All Advanced Course Completions)	(11.7%)	(19.9%)	(27.2%)	(30.1%)	(30.4%)	(35.0%)	(53.2%)	(51.8%)
Average Number of Courses Completed Per Student	1.5	1.5	1.6	2.8	2.8	3.0	3.1	3.1
Statistics for IB Courses								
Number of Students With at Least One IB Course Completed	–	–	–	–	3,453	2,921	2,377	2,775
Number of IB Course Completions	–	–	–	–	9,322	8,318	8,296	10,787
(Percentage of All Advanced Course Completions)	–	–	–	–	(1.7%)	(1.3%)	(1.3%)	(1.6%)
Average Number of Courses Completed Per Student	–	–	–	–	2.7	2.8	3.5	3.9
Statistics for Non-AP/IB Courses								
Number of Students With at Least One Course Completed	93,149	96,530	102,247	139,695	167,688	175,397	136,609	157,411
Number of Course Completions	128,273	131,724	137,013	306,067	381,015	399,218	289,272	322,673
(Percentage of All Advanced Course Completions)	(88.3%)	(80.1%)	(72.8%)	(70.0%)	(67.9%)	(63.7%)	(45.5%)	(46.6%)
Average Number of Courses Completed Per Student	1.4	1.4	1.3	2.2	2.3	2.3	2.1	2.0

Data Sources: TEA analysis of 1992-93 to 1999-00 TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. Data were not available for cells marked with a dash (–).

TABLE A-12

Texas AP Examinees Completing Advanced Courses: 1992-93 Through 1999-00 Public Schools, Grades 9-12

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
Examinees	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AP Courses																
No courses	9,334	66.3	8,570	51.7	10,109	43.6	8,843	33.6	9,699	29.5	10,585	27.1	6,114	13.4	6,062	11.3
At least 1 course	4,747	33.7	8,014	48.3	13,067	56.4	17,468	66.4	23,233	70.5	28,492	72.9	39,648	86.6	47,751	88.7
Advanced Courses																
No courses	2,068	14.7	2,071	12.5	2,978	12.8	2,558	9.7	3,017	9.2	3,214	8.3	3,647	8.0	3,597	6.7
At least 1 course	12,013	85.3	14,513	87.5	20,198	87.2	23,753	90.3	29,915	90.8	35,836	91.7	42,115	92.0	50,216	93.3

Data Sources: TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. AP examinees were linked to AP and advanced course completers by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

TABLE A-13

Texas Advanced Course Completers Taking AP Examinations: 1992-93 Through 1999-00 Public Schools, Grades 9-12

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
Course Completers	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AP Course Completers																
No exams	6,655	58.4	13,491	62.7	19,219	59.5	25,425	59.3	31,670	57.7	39,219	57.9	58,686	59.7	56,136	54.0
At least one exam	4,747	41.6	8,014	37.3	13,067	40.5	17,468	40.7	23,233	42.3	28,492	42.1	39,648	40.3	47,751	46.0
Advanced Course Completers																
No exams	86,528	87.8	92,213	86.4	97,593	82.9	115,895	83.0	138,323	82.2	145,541	80.2	128,920	75.4	139,099	73.5
At least one exam	12,013	12.2	14,513	13.6	20,198	17.1	23,753	17.0	29,915	17.8	35,836	19.8	42,115	24.6	50,216	26.5

Data Sources: TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. AP and advanced course completers were linked to AP examinees to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

TABLE A-14

Correspondence Between Specific AP Examinations and AP Courses Completed in Texas: 1992-93 Through 1999-00 Public Schools, Grades 9-12

Examinations and Course Completions	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Exams taken without corresponding AP course	15,992	72.8	16,135	60.8	23,210	61.6	22,890	53.9	23,366	43.0	31,376	48.2	37,632	47.9	24,707	25.3
Exams taken with corresponding AP course	5,981	27.2	10,410	39.2	14,481	38.4	19,585	46.1	30,991	57.0	33,776	51.8	40,899	52.1	72,971	74.7
AP course completed without corresponding exam	11,184	65.2	22,356	68.2	36,755	71.7	49,212	71.5	59,368	65.7	81,014	70.6	132,902	76.5	113,991	61.0
AP course completed with corresponding exam	5,981	34.8	10,410	31.8	14,481	28.3	19,585	28.5	30,991	34.3	33,776	29.4	40,899	23.5	72,971	39.0

Data Sources: TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

TABLE A-15

Correspondence Between Texas AP Examination Scores and AP Courses Completed: 1992-93 Through 1999-00 Public Schools, Grades 9-12

AP Exam Score	1992-93 Exams Taken With and Without the Corresponding AP Course		1993-94 Exams Taken With and Without the Corresponding AP Course		1994-95 Exams Taken With and Without the Corresponding AP Course		1995-96 Exams Taken With and Without the Corresponding AP Course		1996-97 Exams Taken With and Without the Corresponding AP Course		1997-98 Exams Taken With and Without the Corresponding AP Course		1998-99 Exams Taken With and Without the Corresponding AP Course		1999-00 Exams Taken With and Without the Corresponding AP Course	
	Without	With	Without	With	Without	With	Without	With	Without	With	Without	With	Without	With	Without	With
	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)
5	2,186 (13.7)	1,083 (18.1)	2,366 (14.7)	1,725 (16.6)	2,119 (11.8)	2,633 (13.2)	2,027 (12.2)	3,268 (12.6)	2,091 (12.7)	4,832 (12.7)	2,748 (12.6)	5,403 (12.0)	2,809 (12.8)	6,775 (11.6)	1,691 (15.6)	9,947 (11.4)
4	3,206 (20.1)	1,414 (23.6)	3,272 (20.3)	2,372 (22.8)	3,251 (18.0)	4,115 (20.7)	2,810 (16.9)	5,416 (20.8)	2,600 (15.8)	7,432 (19.5)	3,775 (17.3)	8,462 (18.7)	3,561 (16.2)	10,387 (17.8)	1,684 (15.6)	14,858 (17.1)
3	4,947 (31.0)	1,808 (30.2)	5,106 (31.7)	3,380 (32.5)	4,833 (26.8)	5,760 (29.0)	4,640 (27.8)	7,738 (29.8)	4,431 (26.9)	10,824 (28.4)	5,722 (26.2)	12,257 (27.1)	5,058 (23.0)	16,002 (27.4)	2,353 (21.8)	22,059 (25.3)
2	3,967 (24.8)	1,227 (20.5)	3,973 (24.6)	2,178 (20.9)	4,874 (27.0)	5,210 (26.2)	4,583 (27.5)	6,752 (26.0)	4,521 (27.5)	9,784 (25.7)	5,834 (26.7)	12,282 (27.2)	5,734 (26.1)	16,804 (28.7)	2,741 (25.4)	23,304 (26.8)
1	1,672 (10.5)	447 (7.5)	1,401 (8.7)	751 (7.2)	2,952 (16.4)	2,158 (10.9)	2,606 (15.8)	2,823 (10.9)	2,807 (17.1)	5,268 (13.8)	3,764 (17.2)	6,791 (15.0)	4,801 (21.9)	8,522 (14.6)	2,342 (21.7)	16,865 (19.4)
Mean Score	3.02	3.24	3.08	3.21	2.82	2.99	2.82	2.98	2.80	2.92	2.81	2.85	2.72	2.83	2.78	2.74

Data Sources: TEA analysis of CEEB 1992-93 to 1999-00 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts.

Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

TABLE A-16

(continued next page)

Correspondence Between Texas AP Examination Mean Scores and AP Courses Completed by Subject: 1999-00 Public Schools, Grades 9-12

Examination Subjects	Exams Taken Without and With the Corresponding AP Course	
	Without	With
English Language & Composition		
Number of examinees	6,505	14,201
Mean score	2.65	2.59
English Literature & Composition		
Number of examinees	2,664	11,253
Mean score	2.85	2.80
History: U.S.		
Number of examinees	1,346	10,118
Mean score	2.13	2.32
Calculus AB		
Number of examinees	823	6,669
Mean score	2.33	2.73
Spanish Language		
Number of examinees	3,612	3,244
Mean score	3.99	3.69
Government & Politics: U.S.		
Number of examinees	1,110	5,032
Mean score	2.42	2.56
Biology		
Number of examinees	432	4,292
Mean score	1.97	2.39
Economics: Macroeconomics		
Number of examinees	1,291	2,562
Mean score	2.57	2.79
Chemistry		
Number of examinees	227	2,706
Mean score	2.05	2.53
Calculus BC		
Number of examinees	185	1,830
Mean score	3.03	3.51
Statistics		
Number of examinees	74	1,815
Mean score	2.30	2.67
Psychology		
Number of examinees	210	1,356
Mean score	2.74	2.85
Computer Science A		
Number of examinees	608	928
Mean score	2.43	2.59

TABLE A-16 (cont'd.)

Correspondence Between Texas AP Examination Mean Scores and AP Courses Completed by Subject: 1999-00 Public Schools, Grades 9-12

Examination Subjects	Exams Taken Without and With the Corresponding AP Course	
	Without	With
Physics B		
Number of examinees	376	1,062
Mean score	*2.14*	*2.56*
Economics: Microeconomics		
Number of examinees	699	794
Mean score	*2.10*	*2.56*
History: European		
Number of examinees	431	766
Mean score	*2.82*	*3.14*
Spanish Literature		
Number of examinees	364	552
Mean score	*2.87*	*3.04*
Physics C: Mechanics		
Number of examinees	314	551
Mean score	*3.03*	*3.25*
Studio Art: General		
Number of examinees	196	576
Mean score	*3.10*	*3.06*
Environmental Science		
Number of examinees	91	486
Mean score	*1.62*	*1.99*
Computer Science AB		
Number of examinees	193	454
Mean score	*2.89*	*3.33*

Data Sources: TEA analysis of CEEB 2000 Texas AP public school examination and TEA PEIMS course completion data, using only last semester completion of courses as the basis for numerical counts. Only subjects with more than 500 AP examinations are shown.

Note. AP examinations were linked to corresponding AP courses by student to obtain the statistics above. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

TABLE A-17

Texas AP Examination Participation by Subject, Gender, and Ethnicity: 1999-00 Public Schools, Grades 9-12

Examination Subjects	Total Number of Exams Taken in Subject Area	Female (48.8% of total enrollment)		Male (51.2% of total enrollment)		African American (14.8% of total enrollment)		Asian American (2.9% of total enrollment)		Hispanic (35.4% of total enrollment)		White (47.5% of total enrollment)	
		Number of Subject Exams Taken	% of Subject Exam	Number of Subject Exams Taken	% of Subject Exam	Number of Subject Exams Taken	% of Subject Exam	Number of Subject Exams Taken	% of Subject Exam	Number of Subject Exams Taken	% of Subject Exam	Number of Subject Exams Taken	% of Subject Exam
English Language & Composition	20,714	12,819	61.9	7,895	38.1	1,250	6.0	1,763	8.5	4,303	20.8	13,345	64.4
English Literature & Composition	13,934	8,635	62.0	5,299	38.0	811	5.8	1,118	8.0	2,793	20.0	9,172	65.8
History: U.S.	11,535	6,121	53.1	5,414	46.9	561	4.9	1,223	10.6	2,184	18.9	7,542	65.4
Calculus AB	7,497	3,659	48.8	3,838	51.2	406	5.4	994	13.3	1,485	19.8	4,597	61.3
Spanish Language	6,870	4,529	65.9	2,341	34.1	102	1.5	288	4.2	5,128	74.6	1,344	19.6
Government & Politics: U.S.	6,180	3,170	51.3	3,010	48.7	217	3.5	713	11.5	1,145	18.5	4,085	66.1
Biology	4,749	2,917	61.4	1,832	38.6	290	6.1	624	13.1	1,013	21.3	2,811	59.2
Economics: Macroeconomics	3,868	1,851	47.9	2,017	52.2	147	3.8	610	15.8	578	14.9	2,526	65.3
Chemistry	2,945	1,317	44.7	1,628	55.3	108	3.7	554	18.8	515	17.5	1,763	59.9
Calculus BC	2,019	762	37.7	1,257	62.3	47	2.3	574	28.4	147	7.3	1,244	61.6
Statistics	1,897	937	49.4	960	50.6	87	4.6	336	17.7	216	11.4	1,249	65.8
Psychology	1,567	1,001	63.9	566	36.1	75	4.8	236	15.1	147	9.4	1,105	70.5
Computer Science A	1,541	385	25.0	1,156	75.0	51	3.3	337	21.9	199	12.9	952	61.8
History: European	1,199	649	54.1	550	45.9	47	3.9	177	14.8	146	12.2	826	68.9
Physics B	1,448	511	35.3	937	64.7	49	3.4	220	15.2	250	17.3	924	63.8
Economics: Microeconomics	1,499	678	45.2	821	54.8	58	3.9	247	16.5	247	16.5	943	62.9
Spanish Literature	918	668	72.8	250	27.2	6	0.7	23	2.5	746	81.3	143	15.6
Physics C: Mechanics	863	171	19.9	692	80.2	24	2.8	215	24.9	89	10.3	534	61.9
Studio Art: General	775	470	60.7	305	39.4	28	3.6	66	8.5	163	21.0	518	66.8
Computer Science AB	650	73	11.2	577	88.8	9	1.4	136	20.9	45	6.9	456	70.2
Environmental Science	577	342	59.3	235	40.7	78	13.5	43	7.5	173	30.0	283	49.1
Art History	516	351	68.0	165	32.0	19	3.7	66	12.8	55	10.7	374	72.5

Data Sources: TEA analysis of CEEB 2000 AP Texas public school examination data using gender and ethnicity from TEA PEIMS as available and from AP files otherwise. Also includes 2000 PEIMS Texas public high school total enrollment figures (including students in special education). Only subjects with more than 500 AP examinees are shown.

TABLE A-18

1999-00 AP Examination Score Statistics by Subject for Texas and the Nation

Examination	Number of Exams		Percent of Total Exams		Percent of Exam Scores 3-5		Mean Score	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
English Language & Composition	22,888	112,370	21.3	9.0	51.9	62.9	2.65	2.94
English Literature & Composition	15,479	186,730	14.4	15.0	61.9	68.7	2.88	3.06
History: U.S.	13,141	188,460	12.2	15.2	37.9	53.9	2.38	2.81
Calculus AB	8,447	133,516	7.8	10.7	54.0	63.2	2.75	3.03
Spanish Language	7,867	63,399	7.3	5.1	83.1	80.3	3.84	3.66
Government and Politics: U.S.	6,697	66,168	6.2	5.3	49.6	59.5	2.57	2.84
Biology	5,286	85,215	4.9	6.9	43.0	64.2	2.44	3.08
Economics: Macroeconomics	4,035	22,955	3.7	1.8	49.9	59.4	2.71	3.00
Chemistry	3,250	51,293	3.0	4.1	48.6	57.9	2.55	2.84
Calculus BC	2,300	33,668	2.1	2.7	76.0	78.6	3.50	3.60
Statistics	2,164	33,651	2.0	2.7	52.1	53.6	2.65	2.69
Psychology	1,794	33,433	1.7	2.7	57.7	69.8	2.83	3.23
Computer Science A	1,743	13,159	1.6	1.1	50.2	59.0	2.53	2.81
History: European	1,624	58,875	1.5	4.7	74.0	70.2	3.14	3.01
Physics B	1,606	29,904	1.5	2.4	51.7	58.2	2.54	2.73
Economics: Microeconomics	1,596	16,756	1.5	1.3	42.0	60.5	2.37	2.90
Spanish Literature	1,026	8,573	1.0	0.7	70.1	76.0	2.99	3.13
Physics C: Mechanics	1,022	15,418	0.9	1.2	67.1	69.6	3.20	3.25
Studio Art: General	843	8,940	0.8	0.7	64.1	58.2	3.11	2.97
Computer Science AB	719	6,670	0.7	0.5	68.3	72.9	3.19	3.37
Environmental Science	645	13,546	0.6	1.1	31.9	57.9	2.04	2.80
French Language	597	14,078	0.6	1.1	43.0	56.1	2.37	2.73
Physics C: Electr. & Magnetism	590	7,311	0.5	0.6	63.6	65.4	3.27	3.29
Art History	568	9,476	0.5	0.8	74.1	68.3	3.21	3.08
Studio Art: Drawing	509	4,573	0.5	0.4	77.8	74.0	3.43	3.28
Music Theory	350	5,209	0.3	0.4	61.1	67.8	3.06	3.20
German Language	246	3,461	0.2	0.3	48.0	59.3	2.73	2.98
Latin: Vergil	189	3,439	0.2	0.3	58.2	63.2	2.81	2.96
Gov't. & Politics: Comparative	185	8,161	0.2	0.7	41.6	61.0	2.36	2.87
Latin Literature	134	2,337	0.1	0.2	46.3	62.1	2.40	2.90
French Literature	98	1,554	0.1	0.1	50.0	71.9	2.61	3.36
International English Language	–	26	–	0.0	–	0.0	–	4.08

Data Sources: CEEB and ETS (2000c). Data are based on all (both public and private school) examinees. Statistics based on fewer than five examinees are masked (–).

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TABLE A-19

1999-00 IB Examination Score Statistics by Subject for Texas Public Schools

Examination	Number of Exams	Percent of Total Exams	Percent of Exam Scores 4-7	Mean Score
English A1*	362	17.4	95.0	4.9
French B*	51	2.4	94.1	4.8
German B*	12	0.6	66.7	4.3
Spanish B*	227	10.9	91.2	5.1
Russian B*	8	0.4	100.0	6.1
History SL	65	3.1	33.8	3.3
History: Americas HL	144	6.9	81.9	4.6
History: Europe HL	24	1.2	95.8	5.1
Geography	8	0.4	100.0	4.6
Economics*	108	5.2	75.9	4.6
Psychology	100	4.8	80.0	4.4
Social Anthropology	24	1.2	58.3	3.8
Biology*	172	8.3	60.5	3.9
Chemistry HL	74	3.6	52.7	3.7
Physics*	145	7.0	70.3	4.1
Mathematics HL	111	5.3	71.2	4.2
Mathematical Methods SL	135	6.5	80.7	4.6
Mathematical Studies SL	83	4.0	88.0	4.8
Art/Design HL	30	1.4	96.7	5.6
Art/Design SL Option B	62	3.0	59.7	4.0
Music*	13	0.6	92.3	5.0
Computer Science*	84	4.0	75.0	4.4
Theater Arts*	16	0.8	100.0	4.5

Data Sources: TEA summary analyses of final Texas public school examination data files provided in February 2001 by the IBO in Cardiff, Wales, Great Britain. Excluded above are subject examinations with fewer than five examinees, as well as satisfactory Theory of Knowledge (TOK) Course and Essay completions, which are required for the IB diploma but are excluded in TEA accountability system reporting of AP and IB subject examinations.
*Subjects with both Higher Level (HL) and Subsidiary Level (SL) examinees in 2000.

APPENDIX B
TEXAS AP AND IB RESULTS BY DISTRICT, 2000

NOTES ABOUT TABLES IN APPENDIX B

RESULTS AND NOTES LISTED IN TABLES

The 2000 AP examination results listed for each district in Table B-1 include: the total number of students enrolled in Grades 11-12, number and percentage of 11th and 12th graders who took at least one AP examination, number and percentage of examinees earning at least one score within the 3-5 range, total number of examinations taken, number and percentage of AP examinations receiving scores in the 3-5 range, and a "note" column for district-specific comments. Similarly, IB results for 2000 are listed by district in Table B-2; however, columns pertaining to the number and percentage of examinees and examinations refer to scores within a 4-7 range. Table B-3 contains combined Texas AP and IB examination results in 2000 for those districts in which both AP and IB examinations are offered.

AP score data for districts are not listed in Table B-1 when the number of students with scores is less than five because of the instability of statistics based on such low numbers of scores. A "<5-masked*" note is printed for districts with fewer than five students tested. This precaution also helps ensure that single sets of scores cannot be identified or linked with any individual. Districts with no 11th or 12th graders tested received a "none tested" note. In contrast, Table B-2 lists only the few districts with IB examinees, and Table B-3 lists only districts with both AP and IB examinees. In Tables B-1 through B-3, districts (if any) with five or more examinees but with fewer than five scores of either 3, 4, or 5 for AP or 4, 5, 6, or 7 for IB were given a "<5-masked+" comment.

SOURCES OF DATA FOR TABLES

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 55,378 students who took one or more AP examinations in May 2000. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 920 Texas students who took IB examinations in May 2000. District results included 51,670 AP examinees and 843 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2000. Complete 2000 IB results included scores as determined by February 20, 2001. Note that combined AP and IB results in Table B-3 include IB results obtained from IBO as of August 16, 2000, only. Data on enrollment and grade levels of students who were *not* receiving special education services were obtained from TEA's Public Education Information Management System (PEIMS). When the grade level of an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ANDERSON	CAYUGA ISD	64	.	.	.	.	.	.	.	< 5-MASKED*
	ELKHART ISD	129	18	14.0	12	66.7	21	12	57.1	
	FRANKSTON ISD	100	19	19.0	.	.	.	.	.	< 5-MASKED+
	NECHES ISD	30	.	.	.	.	.	.	.	NONE TESTED
	PALESTINE ISD	361	27	7.5	21	77.8	42	24	57.1	
	SLOCUM ISD	42	.	.	.	.	.	.	.	NONE TESTED
	WESTWOOD ISD	197	9	4.6	.	.	.	.	.	< 5-MASKED+
ANDREWS	ANDREWS ISD	386	.	.	.	.	.	.	.	NONE TESTED
ANGELINA	CENTRAL	155	.	.	.	.	.	.	.	< 5-MASKED*
	DIBOLL ISD	196	5	2.6	.	.	.	.	.	< 5-MASKED+
	HUDSON ISD	254	25	9.8	17	68.0	34	25	73.5	
	HUNTINGTON ISD	189	.	.	.	.	.	.	.	NONE TESTED
	LUFKIN ISD	891	117	13.1	57	48.7	191	88	46.1	
	ZAVALLA ISD	30	.	.	.	.	.	.	.	NONE TESTED
ARANSAS	ARANSAS COUNTY I	416	95	22.8	53	55.8	154	77	50.0	
ARCHER	ARCHER CITY ISD	70	.	.	.	.	.	.	.	< 5-MASKED*
	HOLLIDAY ISD	144	24	16.7	10	41.7	25	11	44.0	
	MEGARGEL ISD	7	.	.	.	.	.	.	.	NONE TESTED
	WINDTHORST ISD	48	.	.	.	.	.	.	.	< 5-MASKED*
ARMSTRONG	CLAUDE ISD	58	.	.	.	.	.	.	.	NONE TESTED
ATASCOSA	CHARLOTTE ISD	46	15	32.6	.	.	.	.	.	< 5-MASKED+
	JOURDANTON ISD	128	15	11.7	.	.	.	.	.	< 5-MASKED+
	LYTLE ISD	150	17	11.3	8	47.1	17	8	47.1	
	PLEASANTON ISD	322	11	3.4	.	.	.	.	.	< 5-MASKED+
	POTEET ISD	137	.	.	.	.	.	.	.	NONE TESTED
AUSTIN	BELLVILLE ISD	300	17	5.7	10	58.8	23	10	43.5	
	BRAZOS ISD	109	.	.	.	.	.	.	.	NONE TESTED
	SEALY ISD	266	.	.	.	.	.	.	.	NONE TESTED
BAILEY	MULESHOE ISD	161	17	10.6	6	35.3	25	8	32.0	
	THREE WAY ISD	20	.	.	.	.	.	.	.	NONE TESTED
BANDERA	BANDERA ISD	247	16	6.5	11	68.8	17	12	70.6	
	MEDINA ISD	44	7	15.9	.	.	.	.	.	< 5-MASKED+
BASTROP	BASTROP ISD	580	80	13.8	43	53.8	129	68	52.7	
	ELGIN ISD	259	34	13.1	13	38.2	50	18	36.0	
	SMITHVILLE ISD	158	18	11.4	8	44.4	26	9	34.6	
BAYLOR	SEYMOUR ISD	87	33	37.9	10	30.3	42	12	28.6	
BEE	BEEVILLE ISD	492	30	6.1	21	70.0	37	23	62.2	
	PETTUS ISD	67	.	.	.	.	.	.	.	NONE TESTED
	SKIDMORE-TYNAN I	101	6	5.9	.	.	.	.	.	< 5-MASKED+
BELL	ACADEMY ISD	118	10	8.5	9	90.0	16	9	56.3	
	BARTLETT ISD	56	12	21.4	.	.	.	.	.	< 5-MASKED+
	BELTON ISD	729	68	9.3	39	57.4	88	46	52.3	
	HOLLAND ISD	68	.	.	.	.	.	.	.	NONE TESTED
	KILLEEN ISD	2,744	175	6.4	104	59.4	389	183	47.0	
	KILLEEN-RICHARD	53	.	.	.	.	.	.	.	NONE TESTED
	ROGERS ISD	89	.	.	.	.	.	.	.	< 5-MASKED*
	SALADO ISD	128	10	7.8	.	.	.	.	.	< 5-MASKED+
	TEMPLE ISD	720	54	7.5	39	72.2	87	58	66.7	
	TRANSFORMATIVE C	54	.	.	.	.	.	.	.	NONE TESTED
	TROY ISD	127	14	11.0	9	64.3	19	10	52.6	
BEXAR	ALAMO HEIGHTS IS	579	128	22.1	96	75.0	269	191	71.0	
	BLESSED SACRAMEN	69	.	.	.	.	.	.	.	< 5-MASKED*
	BUILDING ALTERNA	63	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (S	12	.	.	.	.	.	.	.	NONE TESTED
	EAST CENTRAL ISD	804	62	7.7	41	66.1	118	69	58.5	
	EDGEWOOD ISD	943	34	3.6	16	47.1	39	16	41.0	
	FT SAM HOUSTON I	114	15	13.2	8	53.3	20	11	55.0	
	HARLANDALE ISD	1,226	173	14.1	38	22.0	245	40	16.3	
	JOHN H WOOD CHAR	3	.	.	.	.	.	.	.	NONE TESTED
	JUDSON ISD	1,665	179	10.8	130	72.6	380	217	57.1	
	LACKLAND ISD	42	19	45.2	9	47.4	34	15	44.1	
	NORTH EAST ISD	5,214	510	9.8	315	61.8	868	487	56.1	
	NORTHSIDE ISD	6,706	917	13.7	619	67.5	1,791	1,089	60.8	
	POSITIVE SOLUTIO	29	.	.	.	.	.	.	.	NONE TESTED
	RADIANCE ACAD OF	2	.	.	.	.	.	.	.	NONE TESTED
	RANDOLPH FIELD I	129	59	45.7	37	62.7	111	55	49.6	
	SAN ANTONIO ISD	5,220	988	18.9	216	21.9	1,552	259	16.7	
	SHEKINAH *RADIAN	1	.	.	.	.	.	.	.	NONE TESTED
	SOMERSET ISD	210	.	.	.	.	.	.	.	NONE TESTED
	SOUTH SAN ANTONI	954	183	19.2	64	35.0	314	93	29.6	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
BEXAR	SOUTHSIDE ISD	352	49	13.9	8	16.3	64	10	15.6	
	SOUTHWEST ISD	795	63	7.9	14	22.2	84	14	16.7	
	SOUTHWEST PREPAR	69	.	.	.	.	.	.	.	NONE TESTED
BLANCO	BLANCO ISD	102	23	22.5	6	26.1	31	6	19.3	
	JOHNSON CITY ISD	83	.	.	.	.	.	.	.	< 5-MASKED*
BORDEN	BORDEN COUNTY IS	37	.	.	.	.	.	.	.	< 5-MASKED*
BOSQUE	CLIFTON ISD	148	.	.	.	.	.	.	.	< 5-MASKED*
	CRANFILLS GAP IS	11	.	.	.	.	.	.	.	NONE TESTED
	IREDELL ISD	14	.	.	.	.	.	.	.	< 5-MASKED*
	KOPPERL ISD	29	.	.	.	.	.	.	.	< 5-MASKED*
	MERIDIAN ISD	71	5	7.0	.	.	.	.	.	< 5-MASKED+
	MORGAN ISD	6	.	.	.	.	.	.	.	NONE TESTED
	VALLEY MILLS ISD	54	18	33.3	.	.	.	.	.	< 5-MASKED+
	WALNUT SPRINGS I	19	.	.	.	.	.	.	.	NONE TESTED
BOWIE	DEKALB ISD	136	7	5.1	.	.	.	.	.	< 5-MASKED+
	EAGLE PROJECT (T	16	.	.	.	.	.	.	.	NONE TESTED
	HOOKS ISD	144	.	.	.	.	.	.	.	< 5-MASKED*
	LIBERTY-EYLAU IS	240	.	.	.	.	.	.	.	NONE TESTED
	MAUD ISD	68	.	.	.	.	.	.	.	NONE TESTED
	NEW BOSTON ISD	176	.	.	.	.	.	.	.	NONE TESTED
	PLEASANT GROVE I	276	55	19.9	26	47.3	76	36	47.4	
	REDWATER ISD	154	.	.	.	.	.	.	.	< 5-MASKED*
	SIMMS ISD	56	.	.	.	.	.	.	.	NONE TESTED
	TEXARKANA ISD	526	43	8.2	20	46.5	77	25	32.5	
BRAZORIA	ALVIN ISD	1,011	81	8.0	45	55.6	136	57	41.9	
	ANGLETON ISD	666	46	6.9	27	58.7	80	43	53.8	
	BRAZOSPORT ISD	1,464	228	15.6	140	61.4	477	285	59.8	
	COLUMBIA-BRAZORI	384	10	2.6	10	100.0	11	10	90.9	
	DANBURY ISD	110	16	14.5	.	.	.	.	.	< 5-MASKED+
	PEARLAND ISD	1,177	179	15.2	95	53.1	326	164	50.3	
	SWEENY ISD	295	15	5.1	13	86.7	28	18	64.3	
BRAZOS	BRAZOS SCHOOL FO	5	.	.	.	.	.	.	.	NONE TESTED
	BRYAN ISD	1,286	179	13.9	129	72.1	349	236	67.6	
	COLLEGE STATION	945	257	27.2	235	91.4	520	480	92.3	
	EAGLE PROJECT (B	6	.	.	.	.	.	.	.	NONE TESTED
BREWSTER	ALPINE ISD	144	29	20.1	8	27.6	60	9	15.0	
	MARATHON ISD	16	.	.	.	.	.	.	.	NONE TESTED
	TERLINGUA CSD	35	.	.	.	.	.	.	.	NONE TESTED
BRISCOE	SILVERTON ISD	27	.	.	.	.	.	.	.	NONE TESTED
BROOKS	BROOKS COUNTY IS	230	.	.	.	.	.	.	.	< 5-MASKED*
BROWN	BANGS ISD	100	7	7.0	.	.	.	.	.	< 5-MASKED+
	BLANKET ISD	22	.	.	.	.	.	.	.	NONE TESTED
	BROOKESMITH ISD	31	.	.	.	.	.	.	.	< 5-MASKED*
	BROWNWOOD ISD	437	19	4.3	11	57.9	24	14	58.3	
	EARLY ISD	148	23	15.5	18	78.3	23	18	78.3	
	MAY ISD	44	.	.	.	.	.	.	.	NONE TESTED
	ZEPHYR ISD	28	.	.	.	.	.	.	.	NONE TESTED
BURLESON	CALDWELL ISD	217	11	5.1	.	.	.	.	.	< 5-MASKED+
	SNOOK ISD	49	.	.	.	.	.	.	.	NONE TESTED
	SOMERVILLE ISD	78	.	.	.	.	.	.	.	NONE TESTED
BURNET	BURNET CONS ISD	305	24	7.9	8	33.3	37	10	27.0	
	MARBLE FALLS ISD	352	47	13.4	24	51.1	96	37	38.5	
CALDWELL	LOCKHART ISD	446	.	.	.	.	.	.	.	NONE TESTED
	LULING ISD	173	.	.	.	.	.	.	.	< 5-MASKED*
	PRAIRIE LEA ISD	20	.	.	.	.	.	.	.	NONE TESTED
CALHOUN	CALHOUN CO ISD	426	33	7.7	18	54.6	60	38	63.3	
CALLAHAN	BAIRD ISD	52	12	23.1	.	.	.	.	.	< 5-MASKED+
	CLYDE CONS ISD	171	11	6.4	6	54.6	18	8	44.4	
	CROSS PLAINS ISD	69	.	.	.	.	.	.	.	NONE TESTED
	EULA ISD	68	.	.	.	.	.	.	.	NONE TESTED
CAMERON	BROWNSVILLE ISD	3,637	556	15.3	179	32.2	763	207	27.1	
	EAGLE PROJECT (B	13	.	.	.	.	.	.	.	NONE TESTED
	HARLINGEN CONS I	1,648	199	12.1	117	58.8	303	142	46.9	
	LA FERIA ISD	281	33	11.7	6	18.2	44	8	18.2	
	LOS FRESNOS CONS	627	122	19.5	62	50.8	218	77	35.3	
	POINT ISABEL ISD	250	59	23.6	39	66.1	79	39	49.4	
	RIO HONDO ISD	211	36	17.1	23	63.9	51	25	49.0	
	SAN BENITO CONS	822	124	15.1	25	20.2	209	33	15.8	
	SANTA MARIA ISD	49	.	.	.	.	.	.	.	NONE TESTED
	SANTA ROSA ISD	130	5	3.8	.	.	.	.	.	< 5-MASKED+

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
CAMERON	SOUTH TEXAS ISD	673	226	33.6	158	69.9	436	255	58.5	
	VALLEY HIGH	59	.	.	.	.	.	.	.	NONE TESTED
CAMP	PITTSBURG ISD	218	19	8.7	14	73.7	27	19	70.4	
CARSON	GROOM ISD	28	.	.	.	.	.	.	.	NONE TESTED
	PANHANDLE ISD	79	.	.	.	.	.	.	.	NONE TESTED
	WHITE DEER ISD	61	.	.	.	.	.	.	.	NONE TESTED
CASS	ATLANTA ISD	216	7	3.2	5	71.4	9	5	55.6	
	AVINGER ISD	20	.	.	.	.	.	.	.	NONE TESTED
	BLOOMBURG ISD	19	.	.	.	.	.	.	.	NONE TESTED
	HUGHES SPRINGS I	106	13	12.3	.	.	.	.	.	< 5-MASKED+
	LINDEN-KILDARE C	164	8	4.9	.	.	.	.	.	< 5-MASKED+
	MCLEOD ISD	55	.	.	.	.	.	.	.	NONE TESTED
	QUEEN CITY ISD	161	17	10.6	.	.	.	.	.	< 5-MASKED+
CASTRO	DIMMITT ISD	165	.	.	.	.	.	.	.	NONE TESTED
	HART ISD	57	12	21.1	5	41.7	12	5	41.7	
	NAZARETH ISD	36	.	.	.	.	.	.	.	NONE TESTED
CHAMBERS	ANAHUAC ISD	160	44	27.5	8	18.2	71	9	12.7	
	BARBERS HILL ISD	292	45	15.4	27	60.0	67	35	52.2	
	EAST CHAMBERS IS	134	.	.	.	.	.	.	.	< 5-MASKED*
CHEROKEE	ALTO ISD	75	5	6.7	.	.	.	.	.	< 5-MASKED+
	JACKSONVILLE ISD	432	56	13.0	30	53.6	120	56	46.7	
	NEW SUMMERFIELD	34	.	.	.	.	.	.	.	< 5-MASKED*
	RUSK ISD	228	6	2.6	.	.	.	.	.	< 5-MASKED+
	WELLS ISD	36	.	.	.	.	.	.	.	NONE TESTED
CHILDRESS	CHILDRESS ISD	135	20	14.8	.	.	.	.	.	< 5-MASKED+
CLAY	BELLEVUE ISD	24	.	.	.	.	.	.	.	NONE TESTED
	BYERS ISD	19	.	.	.	.	.	.	.	NONE TESTED
	HENRIETTA ISD	126	9	7.1	5	55.6	10	6	60.0	
	MIDWAY ISD	28	.	.	.	.	.	.	.	NONE TESTED
	PETROLIA ISD	53	.	.	.	.	.	.	.	NONE TESTED
COCHRAN	MORTON ISD	56	.	.	.	.	.	.	.	NONE TESTED
	WHITEFACE CONS I	66	8	12.1	5	62.5	8	5	62.5	
COKE	BRONTE ISD	51	9	17.6	6	66.7	12	7	58.3	
	ROBERT LEE ISD	50	.	.	.	.	.	.	.	< 5-MASKED*
COLEMAN	COLEMAN ISD	132	13	9.8	.	.	.	.	.	< 5-MASKED+
	NOVICE ISD	4	.	.	.	.	.	.	.	NONE TESTED
	PANTHER CREEK CO	25	.	.	.	.	.	.	.	< 5-MASKED*
	SANTA ANNA ISD	25	.	.	.	.	.	.	.	NONE TESTED
COLLIN	ALLEN ISD	1,143	167	14.6	110	65.9	286	176	61.5	
	ANNA ISD	95	.	.	.	.	.	.	.	< 5-MASKED*
	BLUE RIDGE ISD	62	.	.	.	.	.	.	.	NONE TESTED
	CELINA ISD	117	.	.	.	.	.	.	.	< 5-MASKED*
	COMMUNITY ISD	129	.	.	.	.	.	.	.	NONE TESTED
	FARMERSVILLE ISD	101	.	.	.	.	.	.	.	NONE TESTED
	FRISCO ISD	419	54	12.9	37	68.5	94	62	66.0	
	MCKINNEY ISD	906	188	20.8	113	60.1	366	194	53.0	
	PLANO ISD	5,132	1,431	27.9	1207	84.4	3,567	2,866	80.4	
	PRINCETON ISD	206	12	5.8	.	.	.	.	.	< 5-MASKED+
	PROSPER ISD	118	.	.	.	.	.	.	.	< 5-MASKED*
	WYLIE ISD	422	72	17.1	38	52.8	113	51	45.1	
COLLINGSWOR	SAMNORWOOD ISD	14	6	42.9	.	.	.	.	.	< 5-MASKED+
	WELLINGTON ISD	69	.	.	.	.	.	.	.	< 5-MASKED*
COLORADO	COLUMBUS ISD	225	24	10.7	12	50.0	40	17	42.5	
	RICE CONS ISD	142	.	.	.	.	.	.	.	< 5-MASKED*
	WEIMAR ISD	100	.	.	.	.	.	.	.	< 5-MASKED*
COMAL	COMAL ISD	1,136	115	10.1	78	67.8	199	113	56.8	
	NANCY NEY CHARTE	5	.	.	.	.	.	.	.	NONE TESTED
	NEW BRAUNFELS IS	686	154	22.4	86	55.8	298	128	43.0	
COMANCHE	COMANCHE ISD	132	50	37.9	11	22.0	65	12	18.5	
	DE LEON ISD	72	.	.	.	.	.	.	.	NONE TESTED
	GUSTINE ISD	20	.	.	.	.	.	.	.	NONE TESTED
	SIDNEY ISD	20	.	.	.	.	.	.	.	NONE TESTED
CONCHO	EDEN C I S D	56	.	.	.	.	.	.	.	< 5-MASKED*
	PAINT ROCK ISD	27	.	.	.	.	.	.	.	NONE TESTED
COOKE	CALLISBURG ISD	111	27	24.3	8	29.6	30	9	30.0	
	ERA ISD	54	6	11.1	.	.	.	.	.	< 5-MASKED+
	GAINESVILLE ISD	296	8	2.7	5	62.5	9	5	55.6	
	LINDSAY ISD	77	22	28.6	15	68.2	28	17	60.7	
	MUENSTER ISD	54	23	42.6	20	87.0	31	24	77.4	
	VALLEY VIEW ISD	71	5	7.0	.	.	.	.	.	< 5-MASKED+

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CORYELL	COPPERAS COVE IS	762	60	7.9	31	51.7	98	41	41.8	
	EVANT ISD	45	.	.	.	.	.	.	.	NONE TESTED
	GATESVILLE ISD	281	18	6.4	9	50.0	26	13	50.0	
	JONESBORO ISD	23	.	.	.	.	.	.	.	NONE TESTED
	OGLESBY ISD	20	.	.	.	.	.	.	.	NONE TESTED
COTTLE	PADUCAH ISD	40	.	.	.	.	.	.	.	NONE TESTED
CRANE	CRANE ISD	121	.	.	.	.	.	.	.	< 5-MASKED*
CROCKETT	CROCKETT COUNTY	136	36	26.5	6	16.7	42	6	14.3	
CROSBY	CROSBYTON ISD	75	13	17.3	.	.	.	.	.	< 5-MASKED+
	LORENZO ISD	35	.	.	.	.	.	.	.	NONE TESTED
	RALLS ISD	81	.	.	.	.	.	.	.	NONE TESTED
CULBERSON	CULBERSON COUNTY	84	.	.	.	.	.	.	.	< 5-MASKED*
DALLAM	DALHART ISD	173	9	5.2	8	88.9	11	8	72.7	
	TEXLINE ISD	21	.	.	.	.	.	.	.	NONE TESTED
DALLAS	CARROLLTON-FARME	2,314	482	20.8	367	76.1	913	677	74.2	
	CEDAR HILL ISD	697	189	27.1	74	39.2	372	114	30.6	
	COPPELL ISD	892	196	22.0	159	81.1	446	306	68.6	
	DALLAS CAN ACADE	190	.	.	.	.	.	.	.	NONE TESTED
	DALLAS COUNTY JU	7	.	.	.	.	.	.	.	NONE TESTED
	DALLAS ISD	11,908	2,006	16.8	765	38.1	4,062	1,324	32.6	
	DESOTO ISD	761	170	22.3	89	52.4	399	180	45.1	
	DUNCANVILLE ISD	1,403	172	12.3	117	68.0	359	222	61.8	
	EAGLE ADVANTAGE	0	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (D	11	.	.	.	.	.	.	.	NONE TESTED
	GARLAND ISD	5,109	982	19.2	375	38.2	1,895	568	30.0	
	GRAND PRAIRIE IS	1,817	228	12.5	110	48.3	415	154	37.1	
	HERITAGE ACADEMY	225	.	.	.	.	.	.	.	NONE TESTED
	HIGHLAND PARK IS	710	419	59.0	325	77.6	1,022	723	70.7	
	HONORS ACADEMY	392	14	3.6	6	42.9	20	6	30.0	
	IRVING ISD	2,478	378	15.3	203	53.7	655	285	43.5	
	JEAN MASSIEU ACA	0	.	.	.	.	.	.	.	NONE TESTED
	LANCASTER ISD	468	18	3.8	.	.	.	.	.	< 5-MASKED+
	MESQUITE ISD	3,320	321	9.7	175	54.5	492	227	46.1	
	RENAISSANCE CHAR	183	.	.	.	.	.	.	.	< 5-MASKED*
	RICHARDSON ISD	3,969	970	24.4	801	82.6	2,119	1,661	78.4	
	RYLIE FAITH FAMI	9	.	.	.	.	.	.	.	NONE TESTED
	WILMER-HUTCHINS	304	.	.	.	.	.	.	.	NONE TESTED
DAWSON	DAWSON	18	.	.	.	.	.	.	.	NONE TESTED
	KLONDIKE ISD	25	12	48.0	5	41.7	13	5	38.5	
	LAMESA ISD	309	16	5.2	.	.	.	.	.	< 5-MASKED+
	SANDS ISD	36	.	.	.	.	.	.	.	< 5-MASKED*
DEAF SMITH	HEREFORD ISD	475	41	8.6	21	51.2	74	30	40.5	
DELTA	COOPER ISD	99	.	.	.	.	.	.	.	NONE TESTED
	FANNINDEL ISD	20	.	.	.	.	.	.	.	NONE TESTED
DENTON	AUBREY ISD	109	.	.	.	.	.	.	.	NONE TESTED
	DENTON ISD	1,290	194	15.0	141	72.7	356	232	65.2	
	KRUM ISD	101	14	13.9	7	50.0	26	13	50.0	
	LAKE DALLAS ISD	317	28	8.8	14	50.0	38	14	36.8	
	LEWISVILLE ISD	3,712	471	12.7	319	67.7	869	573	65.9	
	LITTLE ELM ISD	123	.	.	.	.	.	.	.	NONE TESTED
	NORTHWEST ISD	538	95	17.7	58	61.1	221	111	50.2	
	PILOT POINT ISD	128	26	20.3	9	34.6	41	11	26.8	
	PONDER ISD	54	.	.	.	.	.	.	.	NONE TESTED
	SANGER ISD	241	.	.	.	.	.	.	.	< 5-MASKED*
DEWITT	CUERO ISD	256	14	5.5	6	42.9	16	6	37.5	
	NORDHEIM ISD	10	.	.	.	.	.	.	.	NONE TESTED
	YOAKUM ISD	212	.	.	.	.	.	.	.	< 5-MASKED*
	YORKTOWN ISD	95	8	8.4	.	.	.	.	.	< 5-MASKED+
DICKENS	PATTON SPRINGS I	9	.	.	.	.	.	.	.	NONE TESTED
	SPUR ISD	37	.	.	.	.	.	.	.	NONE TESTED
DIMMIT	CARRIZO SPRINGS	277	28	10.1	6	21.4	37	9	24.3	
DONLEY	CLARENDON ISD	69	.	.	.	.	.	.	.	NONE TESTED
	HEDLEY ISD	20	.	.	.	.	.	.	.	NONE TESTED
DUVAL	BENAVIDES ISD	68	.	.	.	.	.	.	.	NONE TESTED
	FREER ISD	120	31	25.8	7	22.6	50	7	14.0	
	SAN DIEGO ISD	187	27	14.4	.	.	.	.	.	< 5-MASKED+
EASTLAND	CISCO ISD	102	7	6.9	.	.	.	.	.	< 5-MASKED+
	EASTLAND ISD	154	9	5.8	6	66.7	11	7	63.6	
	GORMAN ISD	61	.	.	.	.	.	.	.	NONE TESTED
	RANGER ISD	52	.	.	.	.	.	.	.	NONE TESTED

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EASTLAND	RISING STAR ISD	29	.	.	.	.	.	.	.	NONE TESTED
ECTOR	ECTOR COUNTY ISD	2,903	294	10.1	140	47.6	536	217	40.5	
EDWARDS	NUECES CANYON CO	39	.	.	.	.	.	.	.	NONE TESTED
	ROCKSPRINGS ISD	56	7	12.5	.	.	.	.	.	< 5-MASKED+
EL PASO	ANTHONY	88	.	.	.	.	.	.	.	< 5-MASKED*
	BURNHAM WOOD CHA	8	.	.	.	.	.	.	.	NONE TESTED
	CANUTILLO ISD	410	48	11.7	8	16.7	81	8	9.9	
	CLINT ISD	610	128	21.0	55	43.0	185	57	30.8	
	EL PASO ISD	6,264	764	12.2	408	53.4	1,319	598	45.3	
	FABENS ISD	266	34	12.8	21	61.8	40	22	55.0	
	PASO DEL NORTE	63	.	.	.	.	.	.	.	NONE TESTED
	SAN ELIZARIO ISD	270	23	8.5	17	73.9	23	17	73.9	
	SOCORRO ISD	2,477	200	8.1	90	45.0	294	102	34.7	
	TORNILLO ISD	74	.	.	.	.	.	.	.	< 5-MASKED*
	YSLETA ISD	6,234	1,074	17.2	405	37.7	1,699	490	28.8	
ELLIS	AVALON ISD	30	.	.	.	.	.	.	.	NONE TESTED
	ENNIS ISD	444	30	6.8	12	40.0	51	22	43.1	
	FERRIS ISD	163	18	11.0	6	33.3	30	8	26.7	
	ITALY ISD	77	.	.	.	.	.	.	.	NONE TESTED
	MAYPEARL ISD	76	29	38.2	10	34.5	49	15	30.6	
	MIDLOTHIAN ISD	491	48	9.8	21	43.8	71	25	35.2	
	MILFORD ISD	21	.	.	.	.	.	.	.	NONE TESTED
	PALMER ISD	101	.	.	.	.	.	.	.	< 5-MASKED*
	RED OAK ISD	469	62	13.2	29	46.8	92	34	37.0	
	WAXAHACHIE ISD	711	131	18.4	50	38.2	259	74	28.6	
ERATH	DUBLIN ISD	127	5	3.9	.	.	.	.	.	< 5-MASKED+
	HUCKABAY ISD	28	.	.	.	.	.	.	.	NONE TESTED
	LINGLEVILLE ISD	25	.	.	.	.	.	.	.	NONE TESTED
	STEPHENVILLE ISD	398	20	5.0	14	70.0	23	15	65.2	
FALLS	CHILTON ISD	45	.	.	.	.	.	.	.	NONE TESTED
	MARLIN ISD	149	7	4.7	.	.	.	.	.	< 5-MASKED+
	ROSEBUD-LOTT ISD	129	33	25.6	19	57.6	40	20	50.0	
FANNIN	BONHAM ISD	211	.	.	.	.	.	.	.	NONE TESTED
	DODD CITY ISD	21	.	.	.	.	.	.	.	NONE TESTED
	ECTOR ISD	20	.	.	.	.	.	.	.	NONE TESTED
	HONEY GROVE ISD	97	10	10.3	5	50.0	11	6	54.6	
	LEONARD ISD	84	.	.	.	.	.	.	.	NONE TESTED
	SAM RAYBURN ISD	55	.	.	.	.	.	.	.	< 5-MASKED*
	SAVOY ISD	36	9	25.0	.	.	.	.	.	< 5-MASKED+
	TRENTON ISD	45	.	.	.	.	.	.	.	NONE TESTED
FAYETTE	FAYETTEVILLE ISD	41	.	.	.	.	.	.	.	NONE TESTED
	FLATONIA ISD	74	32	43.2	5	15.6	41	6	14.6	
	LA GRANGE ISD	241	20	8.3	17	85.0	30	25	83.3	
	ROUND TOP-CARMIN	36	.	.	.	.	.	.	.	NONE TESTED
	SCHULENBURG ISD	98	.	.	.	.	.	.	.	NONE TESTED
FISHER	ROBY CONS ISD	44	.	.	.	.	.	.	.	< 5-MASKED*
	ROTAN ISD	58	.	.	.	.	.	.	.	NONE TESTED
FLOYD	FLOYDADA ISD	104	24	23.1	8	33.3	31	12	38.7	
	LOCKNEY ISD	94	.	.	.	.	.	.	.	NONE TESTED
FOARD	CROWELL ISD	27	.	.	.	.	.	.	.	< 5-MASKED*
FORT BEND	FORT BEND ISD	6,821	1,162	17.0	1010	86.9	2,677	2,226	83.2	
	LAMAR CONSOLIDAT	1,466	111	7.6	69	62.2	169	97	57.4	
	NEEDVILLE ISD	308	24	7.8	18	75.0	41	22	53.7	
	STAFFORD MSD	305	54	17.7	24	44.4	109	41	37.6	
FRANKLIN	MOUNT VERNON ISD	166	17	10.2	5	29.4	25	5	20.0	
FREESTONE	FAIRFIELD ISD	164	26	15.9	12	46.2	43	15	34.9	
	TEAGUE ISD	144	9	6.3	8	88.9	9	8	88.9	
	WORTHAM ISD	38	12	31.6	.	.	.	.	.	< 5-MASKED+
FRIO	DILLEY ISD	84	.	.	.	.	.	.	.	NONE TESTED
	PEARSALL ISD	261	21	8.0	6	28.6	22	6	27.3	
GAINES	LOOP ISD	28	.	.	.	.	.	.	.	NONE TESTED
	SEAGRAVES ISD	76	28	36.8	5	17.9	30	5	16.7	
	SEMINOLE ISD	259	60	23.2	9	15.0	83	9	10.8	
GALVESTON	CLEAR CREEK ISD	3,401	463	13.6	400	86.4	954	781	81.9	
	DICKINSON ISD	584	16	2.7	6	37.5	31	8	25.8	
	FRIENDSWOOD ISD	671	84	12.5	61	72.6	123	87	70.7	
	GALVESTON ISD	906	117	12.9	74	63.3	236	133	56.4	
	HIGH ISLAND ISD	52	.	.	.	.	.	.	.	NONE TESTED
	HITCHCOCK ISD	159	.	.	.	.	.	.	.	< 5-MASKED*
	LA MARQUE ISD	469	12	2.6	6	50.0	20	7	35.0	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
GALVESTON	SANTA FE ISD	538	32	5.9	18	56.3	63	30	47.6	
	TEXAS CITY ISD	629	79	12.6	26	32.9	118	37	31.4	
GARZA	POST ISD	101	.	.	.	.	.	.	.	NONE TESTED
	SOUTHLAND ISD	18	.	.	.	.	.	.	.	NONE TESTED
GILLESPIE	FREDERICKSBURG I	412	91	22.1	59	64.8	136	84	61.8	
	HARPER ISD	41	8	19.5	.	.	.	.	.	< 5-MASKED+
GLASSCOCK	GLASSCOCK COUNTY	46	31	67.4	6	19.3	34	8	23.5	
GOLIAD	GOLIAD ISD	178	16	9.0	9	56.3	16	9	56.3	
GONZALES	GONZALES ISD	286	24	8.4	.	.	.	.	.	< 5-MASKED+
	NIXON-SMILEY CON	97	.	.	.	.	.	.	.	NONE TESTED
	WAELDER ISD	28	.	.	.	.	.	.	.	NONE TESTED
GRAY	LEFORS ISD	13	.	.	.	.	.	.	.	NONE TESTED
	MCLEAN ISD	26	.	.	.	.	.	.	.	NONE TESTED
	PAMPA ISD	452	13	2.9	.	.	.	.	.	< 5-MASKED+
GRAYSON	BELLS ISD	77	10	13.0	.	.	.	.	.	< 5-MASKED+
	COLLINSVILLE ISD	64	5	7.8	.	.	.	.	.	< 5-MASKED+
	DENISON ISD	507	36	7.1	25	69.4	48	28	58.3	
	GUNTER ISD	81	12	14.8	6	50.0	16	7	43.8	
	HOWE ISD	142	.	.	.	.	.	.	.	< 5-MASKED*
	POTTSBORO ISD	149	15	10.1	5	33.3	24	7	29.2	
	S AND S CONS ISD	92	.	.	.	.	.	.	.	< 5-MASKED*
	SHERMAN ISD	626	139	22.2	92	66.2	243	158	65.0	
	TOM BEAN ISD	110	.	.	.	.	.	.	.	< 5-MASKED*
	VAN ALSTYNE ISD	120	5	4.2	.	.	.	.	.	< 5-MASKED+
	WHITESBORO ISD	163	16	9.8	7	43.8	17	7	41.2	
	WHITEWRIGHT ISD	68	.	.	.	.	.	.	.	NONE TESTED
GREGG	EAST TEXAS CHART	21	.	.	.	.	.	.	.	NONE TESTED
	GLADEWATER ISD	236	18	7.6	10	55.6	22	10	45.5	
	KILGORE ISD	459	59	12.9	12	20.3	59	12	20.3	
	LONGVIEW ISD	825	154	18.7	102	66.2	368	193	52.5	
	PINE TREE ISD	602	95	15.8	76	80.0	195	141	72.3	
	SABINE ISD	160	.	.	.	.	.	.	.	NONE TESTED
	SPRING HILL ISD	206	21	10.2	11	52.4	42	21	50.0	
	WHITE OAK ISD	178	16	9.0	5	31.3	18	6	33.3	
GRIMES	ANDERSON-SHIRO C	69	5	7.2	.	.	.	.	.	< 5-MASKED+
	IOLA ISD	55	.	.	.	.	.	.	.	NONE TESTED
	NAVASOTA ISD	322	24	7.5	15	62.5	34	21	61.8	
	RICHARDS ISD	27	6	22.2	.	.	.	.	.	< 5-MASKED+
GUADALUPE	MARION ISD	161	.	.	.	.	.	.	.	< 5-MASKED*
	NAVARRO ISD	107	16	15.0	.	.	.	.	.	< 5-MASKED+
	SCHERTZ-CIBOLO-U	768	98	12.8	59	60.2	110	67	60.9	
	SEGUIN ISD	735	97	13.2	54	55.7	144	69	47.9	
HALE	ABERNATHY ISD	92	.	.	.	.	.	.	.	< 5-MASKED*
	COTTON CENTER IS	30	.	.	.	.	.	.	.	NONE TESTED
	HALE CENTER ISD	79	13	16.5	.	.	.	.	.	< 5-MASKED+
	PETERSBURG ISD	42	.	.	.	.	.	.	.	NONE TESTED
	PLAINVIEW ISD	606	92	15.2	35	38.0	181	52	28.7	
HALL	LAKEVIEW ISD	4	.	.	.	.	.	.	.	NONE TESTED
	MEMPHIS ISD	57	5	8.8	.	.	.	.	.	< 5-MASKED+
	TURKEY-QUITAQUE	40	.	.	.	.	.	.	.	< 5-MASKED*
HAMILTON	HAMILTON ISD	100	19	19.0	13	68.4	27	20	74.1	
	HICO ISD	90	13	14.4	5	38.5	15	5	33.3	
HANSFORD	GRUVER ISD	71	11	15.5	.	.	.	.	.	< 5-MASKED+
	SPEARMAN ISD	105	.	.	.	.	.	.	.	NONE TESTED
HARDEMAN	CHILLICOTHE ISD	27	.	.	.	.	.	.	.	< 5-MASKED*
	QUANAH ISD	85	.	.	.	.	.	.	.	NONE TESTED
HARDIN	HARDIN-JEFFERSON	305	46	15.1	21	45.7	63	27	42.9	
	KOUNTZE ISD	146	23	15.8	6	26.1	33	6	18.2	
	LUMBERTON ISD	377	48	12.7	8	16.7	65	9	13.9	
	SILSBEE ISD	401	16	4.0	12	75.0	18	12	66.7	
	WEST HARDIN COUN	95	.	.	.	.	.	.	.	< 5-MASKED*
HARRIS	ACAD-ACCELERATED	50	.	.	.	.	.	.	.	NONE TESTED
	ALDINE ISD	4,069	286	7.0	168	58.7	523	257	49.1	
	ALIEF ISD	3,544	525	14.8	320	61.0	1,240	631	50.9	
	ALPHONSO CRUTCHS	55	.	.	.	.	.	.	.	NONE TESTED
	AMERICAN ACAD OF	12	.	.	.	.	.	.	.	NONE TESTED
	CALVIN NELMS CHA	20	.	.	.	.	.	.	.	NONE TESTED
	CHANNELVIEW ISD	609	109	17.9	23	21.1	200	33	16.5	
	CONQUEST ACADEMY	23	.	.	.	.	.	.	.	NONE TESTED
	CROSBY ISD	469	97	20.7	46	47.4	145	70	48.3	

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2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HARRIS	CYPRESS-FAIRBANK	6,890	1,011	14.7	856	84.7	2,003	1,570	78.4	
	DEER PARK ISD	1,449	171	11.8	128	74.9	342	234	68.4	
	ED WHITE SCHOOL-	25	.	.	.	.	.	.	.	NONE TESTED
	GALENA PARK ISD	1,887	163	8.6	69	42.3	207	78	37.7	
	GEORGE I SANCHEZ	134	.	.	.	.	.	.	.	NONE TESTED
	GIRLS & BOYS PRE	98	.	.	.	.	.	.	.	NONE TESTED
	GOOSE CREEK ISD	1,854	235	12.7	127	54.0	423	210	49.7	
	GULF SHORES ACAD	81	.	.	.	.	.	.	.	NONE TESTED
	HARRIS COUNTY JU	12	.	.	.	.	.	.	.	NONE TESTED
	HEIGHTS CHARTER	21	.	.	.	.	.	.	.	NONE TESTED
	HOUSTON CAN ACAD	86	.	.	.	.	.	.	.	NONE TESTED
	HOUSTON H S FOR	6	.	.	.	.	.	.	.	NONE TESTED
	HOUSTON ISD	15,719	1,651	10.5	1061	64.3	3,390	2,113	62.3	
	HUFFMAN ISD	285	35	12.3	23	65.7	49	33	67.4	
	HUMBLE ISD	3,138	229	7.3	182	79.5	414	318	76.8	
	JAMIE'S HOUSE CH	2	.	.	.	.	.	.	.	NONE TESTED
	JESSE JACKSON AC	12	.	.	.	.	.	.	.	NONE TESTED
	KATY ISD	3,777	652	17.3	564	86.5	1,525	1,284	84.2	
	KIPP, INC CHARTE	26	.	.	.	.	.	.	.	NONE TESTED
	KLEIN ISD	3,993	533	13.3	417	78.2	948	701	74.0	
	LA PORTE ISD	841	96	11.4	66	68.8	146	87	59.6	
	NORTH FOREST ISD	1,188	21	1.8	.	.	.	.	.	< 5-MASKED+
	PASADENA ISD	4,224	225	5.3	145	64.4	327	196	59.9	
	PREPARED TABLE	45	.	.	.	.	.	.	.	NONE TESTED
	R.YZAGUIRRE SCH	4	.	.	.	.	.	.	.	NONE TESTED
	SHELDON ISD	412	30	7.3	.	.	.	.	.	< 5-MASKED+
	SOUTHWEST HIGH S	95	.	.	.	.	.	.	.	NONE TESTED
	SPRING BRANCH IS	3,401	631	18.6	483	76.6	1,311	1,005	76.7	
	SPRING ISD	2,437	334	13.7	239	71.6	720	486	67.5	
	TOMBALL ISD	862	117	13.6	75	64.1	208	113	54.3	
	WEST HOUSTON CHA	22	.	.	.	.	.	.	.	NONE TESTED
HARRISON	ELYSIAN FIELDS I	138	.	.	.	.	.	.	.	NONE TESTED
	HALLSVILLE ISD	453	55	12.1	35	63.6	83	39	47.0	
	HARLETON ISD	71	10	14.1	.	.	.	.	.	< 5-MASKED+
	KARNACK ISD	35	10	28.6	.	.	.	.	.	< 5-MASKED+
	MARSHALL ISD	836	56	6.7	37	66.1	75	47	62.7	
	WASKOM ISD	97	.	.	.	.	.	.	.	NONE TESTED
HARTLEY	CHANNING ISD	17	.	.	.	.	.	.	.	< 5-MASKED*
	HARTLEY ISD	26	.	.	.	.	.	.	.	NONE TESTED
HASKELL	HASKELL CISD	82	5	6.1	.	.	.	.	.	< 5-MASKED+
	PAINT CREEK ISD	20	.	.	.	.	.	.	.	NONE TESTED
	ROCHESTER ISD	28	.	.	.	.	.	.	.	NONE TESTED
	RULE ISD	30	.	.	.	.	.	.	.	< 5-MASKED*
HAYS	DRIPPING SPRINGS	317	96	30.3	81	84.4	203	173	85.2	
	HAYS CONS ISD	688	86	12.5	54	62.8	163	93	57.1	
	KATHERINE ANNE P	22	.	.	.	.	.	.	.	NONE TESTED
	SAN MARCOS CONS	725	146	20.1	59	40.4	260	89	34.2	
	WIMBERLEY ISD	225	44	19.6	18	40.9	78	34	43.6	
HEMPHILL	CANADIAN ISD	94	.	.	.	.	.	.	.	NONE TESTED
HENDERSON	ATHENS ISD	372	10	2.7	.	.	.	.	.	< 5-MASKED+
	BROWNSBORO ISD	254	14	5.5	.	.	.	.	.	< 5-MASKED+
	CROSS ROADS ISD	78	.	.	.	.	.	.	.	NONE TESTED
	EUSTACE ISD	138	.	.	.	.	.	.	.	NONE TESTED
	LAPOYNOR ISD	56	.	.	.	.	.	.	.	NONE TESTED
	MALAKOFF ISD	128	23	18.0	.	.	.	.	.	< 5-MASKED+
	TRINIDAD ISD	34	.	.	.	.	.	.	.	NONE TESTED
HIDALGO	DONNA ISD	859	77	9.0	27	35.1	113	30	26.5	
	EAGLE PROJECT PH	12	.	.	.	.	.	.	.	NONE TESTED
	EDCOUCH-ELSA ISD	560	117	20.9	23	19.7	177	23	13.0	
	EDINBURG CISD	1,809	335	18.5	203	60.6	642	267	41.6	
	HIDALGO ISD	295	88	29.8	56	63.6	163	57	35.0	
	LA JOYA ISD	1,351	237	17.5	127	53.6	371	142	38.3	
	LA VILLA ISD	89	.	.	.	.	.	.	.	NONE TESTED
	MCALLEN ISD	2,205	297	13.5	172	57.9	546	251	46.0	
	MERCEDES ISD	507	49	9.7	8	16.3	83	16	19.3	
	MID-VALLEY ACADE	14	.	.	.	.	.	.	.	NONE TESTED
	MISSION CONS ISD	1,270	184	14.5	58	31.5	297	73	24.6	
	ONE STOP MULTISE	46	.	.	.	.	.	.	.	NONE TESTED
	PHARR-SAN JUAN-A	1,991	335	16.8	214	63.9	652	267	41.0	
	PROGRESO ISD	183	40	21.9	24	60.0	59	25	42.4	

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2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HIDALGO	SENTRY TECHNOLOG	57								NONE TESTED
	SHARYLAND ISD	533	114	21.4	57	50.0	196	73	37.2	
	TECHNOLOGY EDU C	44								NONE TESTED
	VALLEY VIEW ISD	188	55	29.3	47	85.5	83	62	74.7	
	WESLACO ISD	1,113	208	18.7	98	47.1	518	145	28.0	
HILL	ABBOTT ISD	31								NONE TESTED
	AQUILLA ISD	16								NONE TESTED
	BLUM ISD	49								< 5-MASKED*
	BYNUM ISD	24								NONE TESTED
	COVINGTON ISD	40								NONE TESTED
	HILLSBORO ISD	160	13	8.1						< 5-MASKED+
	HUBBARD ISD	67								NONE TESTED
	ITASCA ISD	44								NONE TESTED
	PENELOPE ISD	19								NONE TESTED
	WHITNEY ISD	160	14	8.8						< 5-MASKED+
HOCKLEY	ANTON ISD	43								NONE TESTED
	LEVELLAND ISD	378	44	11.6	14	31.8	60	19	31.7	
	ROPES ISD	51								< 5-MASKED*
	SMYER ISD	48								< 5-MASKED*
	SUNDOWN ISD	71								NONE TESTED
	WHITHARRAL ISD	33								< 5-MASKED*
HOOD	GRANBURY ISD	627	105	16.7	43	41.0	161	63	39.1	
	LIPAN ISD	39								NONE TESTED
	TOLAR ISD	67	5	7.5						< 5-MASKED+
HOPKINS	COMO-PICKTON CIS	72								NONE TESTED
	CUMBY ISD	32								NONE TESTED
	MILLER GROVE ISD	35								NONE TESTED
	NORTH HOPKINS IS	48								NONE TESTED
	SALTILLO ISD	36								NONE TESTED
	SULPHUR BLUFF IS	38								NONE TESTED
	SULPHUR SPRINGS	432	92	21.3	46	50.0	146	65	44.5	
HOUSTON	CROCKETT ISD	189								NONE TESTED
	GRAPELAND ISD	96								< 5-MASKED*
	KENNARD ISD	37								NONE TESTED
	LATEXO ISD	52								< 5-MASKED*
	LOVELADY ISD	65								NONE TESTED
HOWARD	BIG SPRING ISD	418	21	5.0						< 5-MASKED+
	COAHOMA ISD	129								NONE TESTED
	FORSAN ISD	90								NONE TESTED
HUDSPETH	DELL CITY ISD	26								NONE TESTED
	FT HANCOCK ISD	48								NONE TESTED
	SIERRA BLANCA IS	14								NONE TESTED
HUNT	BLAND ISD	43								NONE TESTED
	BOLES ISD	46								NONE TESTED
	CADDO MILLS ISD	85								NONE TESTED
	CAMPBELL ISD	33								NONE TESTED
	CELESTE ISD	62								< 5-MASKED*
	COMMERCE ISD	186	31	16.7	22	71.0	52	31	59.6	
	GREENVILLE ISD	516	60	11.6	29	48.3	93	37	39.8	
	LONE OAK ISD	76	8	10.5						< 5-MASKED+
	QUINLAN ISD	304	5	1.6	5	100.0	7	7	100.0	
	WOLFE CITY ISD	63								NONE TESTED
HUTCHINSON	BORGER ISD	404	27	6.7	13	48.2	37	16	43.2	
	PLEMONS-STINNETT	91	16	17.6	7	43.8	21	8	38.1	
	SANFORD ISD	140	18	12.9						< 5-MASKED+
IRION	IRION CO ISD	55	19	34.5	6	31.6	24	7	29.2	
JACK	BRYSON ISD	42								NONE TESTED
	JACKSBORO ISD	117	9	7.7	7	77.8	10	7	70.0	
	PERRIN-WHITT CON	50	17	34.0	9	52.9	22	9	40.9	
JACKSON	EDNA ISD	182	21	11.5						< 5-MASKED+
	GANADO ISD	93								NONE TESTED
	INDUSTRIAL ISD	150	28	18.7	13	46.4	41	19	46.3	
JASPER	BROOKELAND ISD	31								NONE TESTED
	BUNA ISD	199								< 5-MASKED*
	EVADALE ISD	51								NONE TESTED
	JASPER ISD	382	12	3.1	7	58.3	18	11	61.1	
	KIRBYVILLE CISD	195	9	4.6	5	55.6	12	6	50.0	
JEFF DAVIS	FT DAVIS ISD	39								< 5-MASKED*
	VALENTINE ISD	10	5	50.0						< 5-MASKED+
JEFFERSON	BEAUMONT ISD	2,037	163	8.0	81	49.7	260	118	45.4	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
JEFFERSON	EAGLE PROJECT (B	4	.	.	.	.	.	.	.	NONE TESTED
	HAMSHIRE-FANNETT	252	11	4.4	9	81.8	19	16	84.2	
	NEDERLAND ISD	694	32	4.6	17	53.1	39	21	53.9	
	PORT ARTHUR ISD	1,075	16	1.5	.	.	.	.	.	< 5-MASKED+
	PORT NECHES-GROV	726	22	3.0	13	59.1	38	22	57.9	
	SABINE PASS ISD	18	.	.	.	.	.	.	.	NONE TESTED
JIM HOGG	JIM HOGG COUNTY	153	12	7.8	.	.	.	.	.	< 5-MASKED+
JIM WELLS	ALICE ISD	720	76	10.6	21	27.6	99	30	30.3	
	BEN BOLT-PALITO	74	.	.	.	.	.	.	.	NONE TESTED
	ORANGE GROVE ISD	176	11	6.3	5	45.5	12	5	41.7	
	PREMONT ISD	114	.	.	.	.	.	.	.	NONE TESTED
JOHNSON	ALVARADO ISD	292	.	.	.	.	.	.	.	< 5-MASKED*
	BURLESON ISD	750	96	12.8	54	56.3	183	82	44.8	
	CLEBURNE ISD	587	40	6.8	25	62.5	51	30	58.8	
	GODLEY ISD	112	12	10.7	.	.	.	.	.	< 5-MASKED+
	GRANDVIEW ISD	104	16	15.4	7	43.8	32	10	31.3	
	JOSHUA ISD	453	30	6.6	18	60.0	42	26	61.9	
	KEENE ISD	51	18	35.3	.	.	.	.	.	< 5-MASKED+
	RIO VISTA ISD	90	9	10.0	5	55.6	9	5	55.6	
	VENUS ISD	121	23	19.0	.	.	.	.	.	< 5-MASKED+
JONES	ANSON ISD	101	21	20.8	11	52.4	28	13	46.4	
	HAMLIN ISD	58	11	19.0	.	.	.	.	.	< 5-MASKED+
	HAWLEY ISD	93	18	19.4	.	.	.	.	.	< 5-MASKED+
	LUEDERS-AVOCA IS	17	.	.	.	.	.	.	.	NONE TESTED
	STAMFORD ISD	81	.	.	.	.	.	.	.	NONE TESTED
KARNES	FALLS CITY ISD	51	.	.	.	.	.	.	.	NONE TESTED
	KARNES CITY ISD	116	19	16.4	11	57.9	28	15	53.6	
	KENEDY ISD	122	.	.	.	.	.	.	.	NONE TESTED
	RUNGE ISD	25	.	.	.	.	.	.	.	NONE TESTED
KAUFMAN	CRANDALL ISD	193	.	.	.	.	.	.	.	< 5-MASKED*
	FORNEY ISD	282	61	21.6	17	27.9	96	27	28.1	
	KAUFMAN ISD	319	26	8.2	8	30.8	49	11	22.5	
	KEMP ISD	141	17	12.1	7	41.2	21	7	33.3	
	MABANK ISD	306	30	9.8	13	43.3	47	17	36.2	
	SCURRY-ROSSER IS	99	17	17.2	.	.	.	.	.	< 5-MASKED+
	TERRELL ISD	370	14	3.8	9	64.3	20	12	60.0	
KENDALL	BOERNE ISD	591	114	19.3	90	79.0	223	151	67.7	
	COMFORT ISD	97	.	.	.	.	.	.	.	< 5-MASKED*
KENT	JAYTON-GIRARD IS	25	.	.	.	.	.	.	.	NONE TESTED
KERR	CENTER POINT ISD	61	.	.	.	.	.	.	.	< 5-MASKED*
	HUNT ISD	3	.	.	.	.	.	.	.	NONE TESTED
	INGRAM ISD	169	39	23.1	19	48.7	72	32	44.4	
	KERRVILLE ISD	511	70	13.7	52	74.3	125	83	66.4	
KIMBLE	JUNCTION ISD	88	8	9.1	.	.	.	.	.	< 5-MASKED+
KING	GUTHRIE CSD	9	.	.	.	.	.	.	.	NONE TESTED
KINNEY	BRACKETT ISD	68	.	.	.	.	.	.	.	< 5-MASKED*
KLEBERG	KINGSVILLE ISD	595	17	2.9	13	76.5	24	16	66.7	
	RIVIERA ISD	95	23	24.2	.	.	.	.	.	< 5-MASKED+
	SANTA GERTRUDIS	61	11	18.0	.	.	.	.	.	< 5-MASKED+
KNOX	BENJAMIN ISD	11	.	.	.	.	.	.	.	NONE TESTED
	GOREE ISD	11	.	.	.	.	.	.	.	NONE TESTED
	KNOX CITY-O'BRIE	47	.	.	.	.	.	.	.	NONE TESTED
	MUNDAY ISD	55	.	.	.	.	.	.	.	< 5-MASKED*
LA SALLE	COTULLA ISD	153	6	3.9	.	.	.	.	.	< 5-MASKED+
LAMAR	CHISUM ISD	100	.	.	.	.	.	.	.	NONE TESTED
	NORTH LAMAR ISD	361	56	15.5	21	37.5	122	35	28.7	
	PARIS ISD	337	11	3.3	.	.	.	.	.	< 5-MASKED+
	PRAIRILAND ISD	124	.	.	.	.	.	.	.	NONE TESTED
	ROXTON ISD	29	.	.	.	.	.	.	.	NONE TESTED
LAMB	AMHERST ISD	30	8	26.7	.	.	.	.	.	< 5-MASKED+
	LITTLEFIELD ISD	191	47	24.6	10	21.3	71	12	16.9	
	OLTON ISD	91	15	16.5	.	.	.	.	.	< 5-MASKED+
	SPADE ISD	15	.	.	.	.	.	.	.	NONE TESTED
	SPRINGLAKE-EARTH	56	7	12.5	.	.	.	.	.	< 5-MASKED+
	SUDAN ISD	39	18	46.2	.	.	.	.	.	< 5-MASKED+
LAMPASAS	CEDAR RIDGE CHAR	2	.	.	.	.	.	.	.	NONE TESTED
	LAMPASAS ISD	387	7	1.8	6	85.7	7	6	85.7	
	LOMETA ISD	27	.	.	.	.	.	.	.	NONE TESTED
LAVACA	HALLETTSVILLE IS	174	12	6.9	.	.	.	.	.	< 5-MASKED+
	MOULTON ISD	57	.	.	.	.	.	.	.	< 5-MASKED*

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
LAVACA	SHINER ISD	68	.	.	.	.	.	.	.	NONE TESTED
LEE	DIME BOX ISD	23	.	.	.	.	.	.	.	NONE TESTED
	GIDDINGS ISD	258	32	12.4	8	25.0	37	9	24.3	
	LEXINGTON ISD	129	37	28.7	11	29.7	72	14	19.4	
LEON	BUFFALO ISD	90	9	10.0	.	.	.	.	.	< 5-MASKED+
	CENTERVILLE ISD	105	7	6.7	.	.	.	.	.	< 5-MASKED+
	LEON ISD	110	14	12.7	5	35.7	14	5	35.7	
	NORMANGEE ISD	62	.	.	.	.	.	.	.	NONE TESTED
	OAKWOOD ISD	35	.	.	.	.	.	.	.	NONE TESTED
LIBERTY	CLEVELAND ISD	238	31	13.0	14	45.2	55	18	32.7	
	DAYTON ISD	465	68	14.6	27	39.7	81	31	38.3	
	HARDIN ISD	129	20	15.5	10	50.0	25	13	52.0	
	HULL-DAISETTA IS	77	6	7.8	.	.	.	.	.	< 5-MASKED+
	LIBERTY ISD	283	16	5.7	12	75.0	34	18	52.9	
	TARKINGTON ISD	162	14	8.6	.	.	.	.	.	< 5-MASKED+
LIMESTONE	COOLIDGE ISD	23	.	.	.	.	.	.	.	NONE TESTED
	GROESBECK ISD	170	22	12.9	.	.	.	.	.	< 5-MASKED+
	MEXIA ISD	207	58	28.0	9	15.5	109	13	11.9	
LIPSCOMB	BOOKER ISD	42	.	.	.	.	.	.	.	NONE TESTED
	FOLLETT ISD	35	.	.	.	.	.	.	.	NONE TESTED
	HIGGINS ISD	17	.	.	.	.	.	.	.	NONE TESTED
LIVE OAK	GEORGE WEST ISD	169	8	4.7	.	.	.	.	.	< 5-MASKED+
	THREE RIVERS ISD	98	.	.	.	.	.	.	.	NONE TESTED
LLANO	LLANO ISD	161	14	8.7	5	35.7	17	7	41.2	
LUBBOCK	EAGLE PROJECT (L	13	.	.	.	.	.	.	.	NONE TESTED
	FRENSHIP ISD	509	15	2.9	.	.	.	.	.	< 5-MASKED+
	IDALOU ISD	110	5	4.5	.	.	.	.	.	< 5-MASKED+
	LUBBOCK ISD	3,479	289	8.3	153	52.9	466	227	48.7	
	LUBBOCK-COOPER I	231	11	4.8	.	.	.	.	.	< 5-MASKED+
	LUBBOCK-RICHARD	15	.	.	.	.	.	.	.	NONE TESTED
	NEW DEAL ISD	84	.	.	.	.	.	.	.	< 5-MASKED*
	ROOSEVELT ISD	127	.	.	.	.	.	.	.	NONE TESTED
	SHALLOWATER ISD	175	.	.	.	.	.	.	.	NONE TESTED
	SLATON ISD	152	11	7.2	.	.	.	.	.	< 5-MASKED+
	SOUTH PLAINS	50	.	.	.	.	.	.	.	NONE TESTED
LYNN	NEW HOME ISD	22	.	.	.	.	.	.	.	NONE TESTED
	O'DONNELL ISD	56	.	.	.	.	.	.	.	NONE TESTED
	TAHOKA ISD	86	23	26.7	8	34.8	35	11	31.4	
	WILSON ISD	27	.	.	.	.	.	.	.	NONE TESTED
MADISON	MADISONVILLE CON	190	.	.	.	.	.	.	.	< 5-MASKED*
	NORTH ZULCH ISD	44	.	.	.	.	.	.	.	< 5-MASKED*
MARION	JEFFERSON ISD	160	7	4.4	.	.	.	.	.	< 5-MASKED+
MARTIN	GRADY ISD	35	.	.	.	.	.	.	.	NONE TESTED
	STANTON ISD	87	.	.	.	.	.	.	.	NONE TESTED
MASON	MASON ISD	79	13	16.5	8	61.5	15	9	60.0	
MATAGORDA	BAY CITY ISD	434	50	11.5	33	66.0	81	49	60.5	
	PALACIOS ISD	203	48	23.6	16	33.3	82	17	20.7	
	TIDEHAVEN ISD	104	.	.	.	.	.	.	.	NONE TESTED
	VAN VLECK ISD	133	7	5.3	.	.	.	.	.	< 5-MASKED+
MAVERICK	EAGLE PASS ISD	1,156	199	17.2	107	53.8	400	126	31.5	
MCCULLOCH	BRADY ISD	152	.	.	.	.	.	.	.	NONE TESTED
	LOHN ISD	16	.	.	.	.	.	.	.	NONE TESTED
	ROCHELLE ISD	21	.	.	.	.	.	.	.	NONE TESTED
MCLENNAN	AXTELL ISD	84	.	.	.	.	.	.	.	NONE TESTED
	BOSQUEVILLE ISD	53	.	.	.	.	.	.	.	NONE TESTED
	BRUCEVILLE-EDDY	93	29	31.2	12	41.4	39	14	35.9	
	CHINA SPRING ISD	202	63	31.2	16	25.4	85	21	24.7	
	CONNALLY ISD	253	31	12.3	15	48.4	43	17	39.5	
	CRAWFORD ISD	81	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (W	1	.	.	.	.	.	.	.	NONE TESTED
	LA VEGA ISD	179	20	11.2	5	25.0	28	5	17.9	
	LORENA ISD	170	11	6.5	7	63.6	15	9	60.0	
	MART ISD	81	.	.	.	.	.	.	.	< 5-MASKED*
	MCGREGOR ISD	134	.	.	.	.	.	.	.	NONE TESTED
	MIDWAY ISD	742	97	13.1	90	92.8	187	172	92.0	
	MOODY ISD	74	9	12.2	.	.	.	.	.	< 5-MASKED+
	RIESEL ISD	66	17	25.8	7	41.2	34	8	23.5	
	ROBINSON ISD	249	8	3.2	.	.	.	.	.	< 5-MASKED+
	WACO ISD	1,244	64	5.1	31	48.4	108	42	38.9	
	WEST ISD	222	24	10.8	.	.	.	.	.	< 5-MASKED+

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MCMULLEN	MCMULLEN COUNTY	17	.	.	.	.	.	.	.	NONE TESTED
MEDINA	D'HANIS ISD	31	7	22.6	.	.	.	.	.	< 5-MASKED+
	DEVINE ISD	221	.	.	.	.	.	.	.	NONE TESTED
	HONDO ISD	187	24	12.8	10	41.7	28	11	39.3	
	MEDINA VALLEY IS	348	17	4.9	12	70.6	19	14	73.7	
	NATALIA ISD	86	.	.	.	.	.	.	.	NONE TESTED
MENARD	MENARD ISD	62	.	.	.	.	.	.	.	NONE TESTED
MIDLAND	EAGLE PROJECT (M	12	.	.	.	.	.	.	.	NONE TESTED
	GREENWOOD ISD	204	8	3.9	.	.	.	.	.	< 5-MASKED+
	MIDLAND ISD	2,670	71	2.7	51	71.8	142	96	67.6	
	MIDLAND-RICHARD	9	.	.	.	.	.	.	.	NONE TESTED
MILAM	BUCKHOLTS ISD	15	.	.	.	.	.	.	.	NONE TESTED
	CAMERON ISD	208	.	.	.	.	.	.	.	NONE TESTED
	MILANO ISD	66	.	.	.	.	.	.	.	NONE TESTED
	ROCKDALE ISD	213	16	7.5	.	.	.	.	.	< 5-MASKED+
	THORNDALE ISD	73	11	15.1	.	.	.	.	.	< 5-MASKED+
MILLS	GOLDTHWAITE ISD	69	8	11.6	.	.	.	.	.	< 5-MASKED+
	MULLIN ISD	16	.	.	.	.	.	.	.	NONE TESTED
	PRIDDY ISD	10	.	.	.	.	.	.	.	NONE TESTED
	STAR ISD	11	.	.	.	.	.	.	.	NONE TESTED
MITCHELL	COLORADO ISD	145	.	.	.	.	.	.	.	NONE TESTED
	LORAINE ISD	20	6	30.0	.	.	.	.	.	< 5-MASKED+
	WESTBROOK ISD	26	.	.	.	.	.	.	.	NONE TESTED
MONTAGUE	BOWIE ISD	192	13	6.8	12	92.3	17	13	76.5	
	FORESTBURG ISD	19	.	.	.	.	.	.	.	NONE TESTED
	GOLD BURG ISD	17	.	.	.	.	.	.	.	NONE TESTED
	NOCONA ISD	99	17	17.2	.	.	.	.	.	< 5-MASKED+
	PRAIRIE VALLEY I	19	.	.	.	.	.	.	.	NONE TESTED
	SAINT JO ISD	52	18	34.6	.	.	.	.	.	< 5-MASKED+
MONTGOMERY	CONROE ISD	3,509	570	16.2	478	83.9	1,195	968	81.0	
	MAGNOLIA ISD	582	80	13.7	35	43.8	142	42	29.6	
	MONTGOMERY ISD	408	47	11.5	28	59.6	72	39	54.2	
	NEW CANEY ISD	506	13	2.6	.	.	.	.	.	< 5-MASKED+
	SPLENDORA ISD	210	.	.	.	.	.	.	.	< 5-MASKED*
	TEXAS SERENITY A	1	.	.	.	.	.	.	.	NONE TESTED
	WILLIS ISD	438	29	6.6	9	31.0	40	9	22.5	
MOORE	DUMAS ISD	356	43	12.1	6	14.0	57	7	12.3	
	SUNRAY ISD	82	.	.	.	.	.	.	.	NONE TESTED
MORRIS	DAINGERFIELD-LON	178	11	6.2	8	72.7	12	9	75.0	
	PEWITT ISD	102	12	11.8	8	66.7	18	11	61.1	
MOTLEY	MOTLEY COUNTY IS	34	.	.	.	.	.	.	.	NONE TESTED
NACOGDOCHES	CENTRAL HEIGHTS	70	6	8.6	.	.	.	.	.	< 5-MASKED+
	CHIRENO ISD	47	.	.	.	.	.	.	.	NONE TESTED
	CUSHING ISD	52	11	21.2	8	72.7	21	15	71.4	
	DOUGLASS ISD	35	.	.	.	.	.	.	.	NONE TESTED
	GARRISON ISD	78	7	9.0	.	.	.	.	.	< 5-MASKED+
	MARTINSVILLE ISD	23	.	.	.	.	.	.	.	NONE TESTED
	NACOGDOCHES ISD	711	89	12.5	62	69.7	127	86	67.7	
	WODEN ISD	90	.	.	.	.	.	.	.	NONE TESTED
NAVARRO	BLOOMING GROVE I	84	7	8.3	.	.	.	.	.	< 5-MASKED+
	CORSICANA ISD	489	18	3.7	16	88.9	29	23	79.3	
	DAWSON ISD	65	.	.	.	.	.	.	.	< 5-MASKED*
	FROST ISD	43	.	.	.	.	.	.	.	NONE TESTED
	KERENS ISD	77	.	.	.	.	.	.	.	< 5-MASKED*
	MILDRED ISD	60	.	.	.	.	.	.	.	NONE TESTED
	RICE ISD	54	.	.	.	.	.	.	.	NONE TESTED
NEWTON	BURKEVILLE ISD	46	.	.	.	.	.	.	.	NONE TESTED
	DEWEYVILLE ISD	87	.	.	.	.	.	.	.	NONE TESTED
	NEWTON ISD	154	32	20.8	8	25.0	34	8	23.5	
NOLAN	BLACKWELL CONS I	26	5	19.2	.	.	.	.	.	< 5-MASKED+
	HIGHLAND ISD	27	.	.	.	.	.	.	.	NONE TESTED
	ROSCOE ISD	57	.	.	.	.	.	.	.	NONE TESTED
	SWEETWATER ISD	266	27	10.2	14	51.9	34	18	52.9	
NUECES	ACAD-TRANSITIONA	16	.	.	.	.	.	.	.	NONE TESTED
	AGUA DULCE ISD	67	9	13.4	.	.	.	.	.	< 5-MASKED+
	BANQUETE ISD	89	5	5.6	.	.	.	.	.	< 5-MASKED+
	BISHOP CONS ISD	145	16	11.0	10	62.5	36	14	38.9	
	CALALLEN ISD	687	146	21.3	106	72.6	270	190	70.4	
	COASTAL BEND YOU	4	.	.	.	.	.	.	.	NONE TESTED
	CORPUS CHRISTI I	3,984	448	11.2	231	51.6	795	357	44.9	

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NUECES	CORPUS CHRISTI-R	42	.	.	.	.	.	.	.	NONE TESTED
	FLOUR BLUFF ISD	547	91	16.6	42	46.2	120	51	42.5	
	PORT ARANSAS ISD	84	16	19.0	13	81.3	36	28	77.8	
	ROBSTOWN ISD	416	42	10.1	20	47.6	61	21	34.4	
	TULOSO-MIDWAY IS	369	60	16.3	26	43.3	114	31	27.2	
	WEST OSO ISD	192	19	9.9	8	42.1	22	8	36.4	
OCHILTREE	PERRYTON ISD	207	39	18.8	8	20.5	82	12	14.6	
OLDHAM	ADRIAN ISD	16	.	.	.	.	.	.	.	NONE TESTED
	BOYS RANCH ISD	51	.	.	.	.	.	.	.	NONE TESTED
	VEGA ISD	51	.	.	.	.	.	.	.	NONE TESTED
ORANGE	BRIDGE CITY ISD	335	5	1.5	.	.	.	.	.	< 5-MASKED+
	LITTLE CYPRESS-M	455	33	7.3	18	54.6	51	24	47.1	
	ORANGEFIELD ISD	197	30	15.2	5	16.7	39	6	15.4	
	VIDOR ISD	580	25	4.3	16	64.0	34	22	64.7	
	WEST ORANGE-COVE	415	16	3.9	.	.	.	.	.	< 5-MASKED+
PALO PINTO	GORDON ISD	31	11	35.5	.	.	.	.	.	< 5-MASKED+
	GRAFORD ISD	46	.	.	.	.	.	.	.	NONE TESTED
	MINERAL WELLS IS	332	15	4.5	9	60.0	20	10	50.0	
	SANTO ISD	46	.	.	.	.	.	.	.	NONE TESTED
	STRAWN ISD	30	.	.	.	.	.	.	.	NONE TESTED
PANOLA	BECKVILLE ISD	65	.	.	.	.	.	.	.	NONE TESTED
	CARTHAGE ISD	396	17	4.3	10	58.8	31	17	54.8	
	GARY ISD	29	.	.	.	.	.	.	.	NONE TESTED
PARKER	ALEDO ISD	357	89	24.9	57	64.0	169	95	56.2	
	BROCK ISD	68	.	.	.	.	.	.	.	NONE TESTED
	MILLSAP ISD	78	.	.	.	.	.	.	.	NONE TESTED
	PEASTER ISD	94	12	12.8	5	41.7	16	5	31.3	
	POOLVILLE ISD	36	.	.	.	.	.	.	.	< 5-MASKED*
	SPRINGTOWN ISD	338	10	3.0	8	80.0	18	12	66.7	
	WEATHERFORD ISD	663	112	16.9	57	50.9	177	79	44.6	
PARMER	BOVINA ISD	49	10	20.4	.	.	.	.	.	< 5-MASKED+
	FARWELL ISD	63	.	.	.	.	.	.	.	NONE TESTED
	FRIONA ISD	149	58	38.9	25	43.1	103	28	27.2	
	LAZBUDDIE ISD	29	.	.	.	.	.	.	.	< 5-MASKED*
PECOS	BUENA VISTA ISD	21	.	.	.	.	.	.	.	NONE TESTED
	FT STOCKTON ISD	328	13	4.0	12	92.3	13	12	92.3	
	IRAAN-SHEFFIELD	76	22	28.9	10	45.5	35	12	34.3	
POLK	BIG SANDY ISD	56	.	.	.	.	.	.	.	NONE TESTED
	CORRIGAN-CAMDEN	134	6	4.5	.	.	.	.	.	< 5-MASKED+
	GOODRICH ISD	31	.	.	.	.	.	.	.	NONE TESTED
	LEGGETT ISD	22	.	.	.	.	.	.	.	NONE TESTED
	LIVINGSTON ISD	420	53	12.6	29	54.7	107	46	43.0	
POTTER	AMARILLO ISD	2,976	270	9.1	182	67.4	461	285	61.8	
	HIGHLAND PARK IS	85	.	.	.	.	.	.	.	NONE TESTED
	RIVER ROAD ISD	176	.	.	.	.	.	.	.	NONE TESTED
PRESIDIO	MARFA ISD	67	.	.	.	.	.	.	.	< 5-MASKED*
	PRESIDIO ISD	149	53	35.6	37	69.8	85	39	45.9	
RAINS	RAINS ISD	169	.	.	.	.	.	.	.	NONE TESTED
RANDALL	CANYON ISD	908	87	9.6	56	64.4	157	93	59.2	
REAGAN	REAGAN COUNTY IS	119	23	19.3	.	.	.	.	.	< 5-MASKED+
REAL	LEAKEY ISD	31	.	.	.	.	.	.	.	NONE TESTED
RED RIVER	AVERY ISD	43	.	.	.	.	.	.	.	NONE TESTED
	CLARKSVILLE ISD	135	.	.	.	.	.	.	.	NONE TESTED
	DETROIT ISD	51	.	.	.	.	.	.	.	NONE TESTED
	RIVERCREST ISD	88	.	.	.	.	.	.	.	NONE TESTED
REEVES	BALMORHEA ISD	31	15	48.4	.	.	.	.	.	< 5-MASKED+
	PECOS-BARSTOW-TO	334	12	3.6	6	50.0	13	7	53.9	
REFUGIO	AUSTWELL-TIVOLI	19	.	.	.	.	.	.	.	NONE TESTED
	REFUGIO ISD	110	11	10.0	8	72.7	15	9	60.0	
	WOODSBORO ISD	81	.	.	.	.	.	.	.	< 5-MASKED*
ROBERTS	MIAMI ISD	27	.	.	.	.	.	.	.	NONE TESTED
ROBERTSON	BREMOND ISD	55	.	.	.	.	.	.	.	NONE TESTED
	CALVERT ISD	33	.	.	.	.	.	.	.	NONE TESTED
	FRANKLIN ISD	109	.	.	.	.	.	.	.	NONE TESTED
	HEARNE ISD	124	.	.	.	.	.	.	.	NONE TESTED
ROCKWALL	ROCKWALL ISD	904	74	8.2	53	71.6	114	70	61.4	
	ROYSE CITY ISD	154	14	9.1	.	.	.	.	.	< 5-MASKED+
RUNNELS	BALLINGER ISD	151	.	.	.	.	.	.	.	NONE TESTED
	MILES ISD	46	.	.	.	.	.	.	.	< 5-MASKED*
	WINTERS ISD	91	.	.	.	.	.	.	.	NONE TESTED

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+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
RUSK	CARLISLE ISD	56	8	14.3	.	.	.	.	.	< 5-MASKED+
	HENDERSON ISD	400	21	5.3	11	52.4	35	16	45.7	
	LANEVILLE ISD	16	.	.	.	.	.	.	.	NONE TESTED
	LEVERETTS CHAPEL	17	.	.	.	.	.	.	.	NONE TESTED
	MOUNT ENTERPRISE	46	6	13.0	.	.	.	.	.	< 5-MASKED+
	OVERTON ISD	62	.	.	.	.	.	.	.	NONE TESTED
	TATUM ISD	189	22	11.6	9	40.9	31	13	41.9	
	WEST RUSK ISD	96	7	7.3	.	.	.	.	.	< 5-MASKED+
SABINE	HEMPHILL ISD	119	8	6.7	.	.	.	.	.	< 5-MASKED+
	WEST SABINE ISD	69	27	39.1	.	.	.	.	.	< 5-MASKED+
SAN AUGUSTI	BROADDUS ISD	45	.	.	.	.	.	.	.	NONE TESTED
	SAN AUGUSTINE IS	135	.	.	.	.	.	.	.	NONE TESTED
SAN JACINTO	COLDSPRING-OAKHU	182	7	3.8	5	71.4	10	6	60.0	
	SHEPHERD ISD	175	.	.	.	.	.	.	.	NONE TESTED
SAN PATRICI	ARANSAS PASS ISD	169	15	8.9	7	46.7	22	8	36.4	
	GREGORY-PORTLAND	502	98	19.5	62	63.3	232	144	62.1	
	INGLESIDE ISD	186	11	5.9	5	45.5	19	6	31.6	
	MATHIS ISD	238	16	6.7	.	.	.	.	.	< 5-MASKED+
	ODEM-EDROY ISD	143	17	11.9	.	.	.	.	.	< 5-MASKED+
	SINTON ISD	245	21	8.6	13	61.9	34	18	52.9	
	TAFT ISD	155	18	11.6	.	.	.	.	.	< 5-MASKED+
SAN SABA	CHEROKEE ISD	19	9	47.4	.	.	.	.	.	< 5-MASKED+
	RICHLAND SPRINGS	26	.	.	.	.	.	.	.	NONE TESTED
	SAN SABA ISD	93	.	.	.	.	.	.	.	NONE TESTED
SCHLEICHER	SCHLEICHER ISD	86	.	.	.	.	.	.	.	NONE TESTED
SCURRY	HERMLEIGH ISD	29	.	.	.	.	.	.	.	NONE TESTED
	IRA ISD	26	.	.	.	.	.	.	.	NONE TESTED
	SNYDER ISD	342	17	4.9	9	52.9	23	14	60.9	
SHACKELFORD	ALBANY ISD	73	.	.	.	.	.	.	.	< 5-MASKED*
	MORAN ISD	11	.	.	.	.	.	.	.	< 5-MASKED*
SHELBY	CENTER ISD	228	.	.	.	.	.	.	.	< 5-MASKED*
	JOAQUIN ISD	64	.	.	.	.	.	.	.	< 5-MASKED*
	SHELBYVILLE ISD	72	5	6.9	.	.	.	.	.	< 5-MASKED+
	TENAHA ISD	39	.	.	.	.	.	.	.	NONE TESTED
	TIMPSON ISD	68	.	.	.	.	.	.	.	NONE TESTED
SHERMAN	STRATFORD ISD	73	5	6.8	.	.	.	.	.	< 5-MASKED+
	TEXHOMA ISD	40	.	.	.	.	.	.	.	NONE TESTED
SMITH	ARP ISD	112	.	.	.	.	.	.	.	NONE TESTED
	BULLARD ISD	147	12	8.2	8	66.7	16	12	75.0	
	CHAPEL HILL ISD	353	43	12.2	15	34.9	51	18	35.3	
	EAGLE PROJECT (T	14	.	.	.	.	.	.	.	NONE TESTED
	LINDALE ISD	300	34	11.3	13	38.2	39	15	38.5	
	TROUP ISD	90	.	.	.	.	.	.	.	NONE TESTED
	TYLER ISD	1,712	111	6.5	64	57.7	152	89	58.6	
	WHITEHOUSE ISD	479	36	7.5	22	61.1	48	31	64.6	
	WINONA ISD	105	.	.	.	.	.	.	.	NONE TESTED
SOMERVELL	GLEN ROSE ISD	172	17	9.9	12	70.6	21	14	66.7	
STARR	RIO GRANDE CITY	708	72	10.2	28	38.9	117	41	35.0	
	ROMA ISD	604	.	.	.	.	.	.	.	< 5-MASKED*
	SAN ISIDRO ISD	34	.	.	.	.	.	.	.	NONE TESTED
STEPHENS	BRECKENRIDGE ISD	219	14	6.4	5	35.7	17	5	29.4	
STERLING	STERLING CITY IS	38	.	.	.	.	.	.	.	NONE TESTED
STONEWALL	ASPERMONT ISD	56	6	10.7	.	.	.	.	.	< 5-MASKED+
SUTTON	SONORA ISD	117	14	12.0	10	71.4	24	16	66.7	
SWISHER	HAPPY ISD	26	.	.	.	.	.	.	.	< 5-MASKED*
	KRESS ISD	46	.	.	.	.	.	.	.	NONE TESTED
	TULIA ISD	134	.	.	.	.	.	.	.	NONE TESTED
TARRANT	ARLINGTON ISD	5,572	654	11.7	502	76.8	1,339	906	67.7	
	AZLE ISD	588	60	10.2	25	41.7	90	42	46.7	
	BIRDVILLE ISD	2,193	201	9.2	124	61.7	344	196	57.0	
	CARROLL ISD	778	240	30.8	175	72.9	419	268	64.0	
	CASTLEBERRY ISD	316	52	16.5	14	26.9	84	20	23.8	
	CROWLEY ISD	1,048	165	15.7	104	63.0	291	168	57.7	
	EAGLE MT-SAGINAW	675	42	6.2	27	64.3	71	36	50.7	
	EAGLE PROJECT (F	13	.	.	.	.	.	.	.	NONE TESTED
	ERATH EXCELS ACA	22	.	.	.	.	.	.	.	NONE TESTED
	EVERMAN ISD	292	14	4.8	8	57.1	18	10	55.6	
	FORT WORTH ISD	6,974	976	14.0	524	53.7	2,022	903	44.7	
	GRAPEVINE-COLLEY	1,633	577	35.3	381	66.0	1,404	795	56.6	
	HURST-EULESS-BED	2,439	351	14.4	211	60.1	712	369	51.8	

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TARRANT	KELLER ISD	1,681	178	10.6	87	48.9	303	119	39.3	
	KENNEDALE ISD	266	22	8.3	13	59.1	36	18	50.0	
	LAKE WORTH ISD	170	12	7.1	6	50.0	14	7	50.0	
	MANSFIELD ISD	1,370	155	11.3	121	78.1	245	185	75.5	
	MASONIC HOME ISD	14	.	.	.	.	.	.	.	NONE TESTED
	THERESA B LEE AC	48	.	.	.	.	.	.	.	NONE TESTED
	TREETOPS SCHOOL	17	.	.	.	.	.	.	.	< 5-MASKED*
	WHITE SETTLEMENT	428	75	17.5	29	38.7	125	45	36.0	
TAYLOR	ABILENE ISD	1,892	260	13.7	140	53.9	476	255	53.6	
	EAGLE PROJECT (A	10	.	.	.	.	.	.	.	NONE TESTED
	JIM NED CONS ISD	124	26	21.0	9	34.6	32	11	34.4	
	MERKEL ISD	145	.	.	.	.	.	.	.	NONE TESTED
	TRENT ISD	19	.	.	.	.	.	.	.	NONE TESTED
	WYLIE ISD	335	23	6.9	20	87.0	31	25	80.7	
TERRELL	TERRELL COUNTY I	25	.	.	.	.	.	.	.	NONE TESTED
TERRY	BROWNFIELD ISD	231	.	.	.	.	.	.	.	NONE TESTED
	MEADOW ISD	42	.	.	.	.	.	.	.	NONE TESTED
	WELLMAN-UNION CO	24	.	.	.	.	.	.	.	NONE TESTED
THROCKMORTO	THROCKMORTON ISD	35	.	.	.	.	.	.	.	NONE TESTED
	WOODSON ISD	15	.	.	.	.	.	.	.	< 5-MASKED*
TITUS	CHAPEL HILL ISD	93	.	.	.	.	.	.	.	NONE TESTED
	MOUNT PLEASANT I	421	22	5.2	8	36.4	29	10	34.5	
TOM GREEN	CHRISTOVAL ISD	42	.	.	.	.	.	.	.	NONE TESTED
	GRAPE CREEK ISD	127	.	.	.	.	.	.	.	NONE TESTED
	SAN ANGELO ISD	1,828	99	5.4	59	59.6	167	90	53.9	
	VERIBEST ISD	23	10	43.5	.	.	.	.	.	< 5-MASKED+
	WALL ISD	123	.	.	.	.	.	.	.	NONE TESTED
	WATER VALLEY ISD	53	13	24.5	.	.	.	.	.	< 5-MASKED+
TRAVIS	AMERICAN INST FO	22	.	.	.	.	.	.	.	NONE TESTED
	AUSTIN ISD	7,144	1,709	23.9	1053	61.6	3,622	1,939	53.5	
	DEL VALLE ISD	490	47	9.6	11	23.4	61	12	19.7	
	EANES ISD	1,025	491	47.9	419	85.3	1,249	1,036	83.0	
	LAGO VISTA ISD	90	25	27.8	18	72.0	56	25	44.6	
	LAKE TRAVIS ISD	448	94	21.0	80	85.1	199	164	82.4	
	MANOR ISD	208	.	.	.	.	.	.	.	< 5-MASKED*
	PFLUGERVILLE ISD	1,329	193	14.5	133	68.9	343	230	67.1	
	STAR CHARTER	2	.	.	.	.	.	.	.	NONE TESTED
	UNIVERSITY CHART	2	.	.	.	.	.	.	.	NONE TESTED
TRINITY	APPLE SPRINGS IS	23	.	.	.	.	.	.	.	NONE TESTED
	CENTERVILLE ISD	18	.	.	.	.	.	.	.	NONE TESTED
	GROVETON ISD	78	.	.	.	.	.	.	.	< 5-MASKED*
	TRINITY ISD	133	.	.	.	.	.	.	.	NONE TESTED
TYLER	CHESTER ISD	27	.	.	.	.	.	.	.	NONE TESTED
	COLMESNEIL ISD	69	.	.	.	.	.	.	.	NONE TESTED
	SPURGER ISD	39	.	.	.	.	.	.	.	NONE TESTED
	WARREN	130	.	.	.	.	.	.	.	< 5-MASKED*
	WOODVILLE ISD	150	.	.	.	.	.	.	.	NONE TESTED
UPSHUR	BIG SANDY ISD	77	10	13.0	.	.	.	.	.	< 5-MASKED+
	GILMER ISD	248	15	6.0	9	60.0	22	11	50.0	
	HARMONY ISD	120	16	13.3	6	37.5	24	6	25.0	
	NEW DIANA ISD	117	22	18.8	7	31.8	34	7	20.6	
	ORE CITY ISD	90	.	.	.	.	.	.	.	< 5-MASKED*
	UNION GROVE ISD	83	.	.	.	.	.	.	.	< 5-MASKED*
	UNION HILL ISD	26	.	.	.	.	.	.	.	NONE TESTED
UPTON	MCCAMEY ISD	87	.	.	.	.	.	.	.	NONE TESTED
	RANKIN ISD	39	.	.	.	.	.	.	.	NONE TESTED
UVALDE	GABRIEL TAFOLLA	8	.	.	.	.	.	.	.	NONE TESTED
	KNIPPA ISD	28	.	.	.	.	.	.	.	NONE TESTED
	SABINAL ISD	63	15	23.8	.	.	.	.	.	< 5-MASKED+
	UTOPIA ISD	25	.	.	.	.	.	.	.	< 5-MASKED*
	UVALDE CONS ISD	501	46	9.2	23	50.0	77	34	44.2	
VAL VERDE	COMSTOCK ISD	16	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (D	14	.	.	.	.	.	.	.	NONE TESTED
	SAN FELIPE-DEL R	1,020	74	7.3	47	63.5	124	67	54.0	
VAN ZANDT	CANTON ISD	214	33	15.4	9	27.3	48	10	20.8	
	EDGEWOOD ISD	97	.	.	.	.	.	.	.	NONE TESTED
	FRUITVALE ISD	25	.	.	.	.	.	.	.	NONE TESTED
	GRAND SALINE ISD	116	.	.	.	.	.	.	.	NONE TESTED
	MARTINS MILL ISD	43	.	.	.	.	.	.	.	< 5-MASKED*
	RANCH ACADEMY	10	.	.	.	.	.	.	.	NONE TESTED

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
VAN ZANDT	VAN ISD	224	.	.	.	.	.	.	.	NONE TESTED
	WILLS POINT ISD	284	27	9.5	15	55.6	41	17	41.5	
VICTORIA	BLOOMINGTON ISD	94	18	19.1	.	.	.	.	.	< 5-MASKED+
	VICTORIA ISD	1,667	100	6.0	45	45.0	151	64	42.4	
WALKER	HUNTSVILLE ISD	715	49	6.9	38	77.6	90	67	74.4	
	NEW WAVERLY ISD	94	.	.	.	.	.	.	.	< 5-MASKED*
	RAVEN SCHOOL	5	.	.	.	.	.	.	.	NONE TESTED
WALLER	HEMPSTEAD ISD	112	8	7.1	5	62.5	10	6	60.0	
	ROYAL ISD	124	5	4.0	.	.	.	.	.	< 5-MASKED+
	WALLER ISD	453	19	4.2	7	36.8	21	9	42.9	
WARD	GRANDFALLS-ROYAL	23	.	.	.	.	.	.	.	NONE TESTED
	MONAHANS-WICKETT	297	75	25.3	20	26.7	101	20	19.8	
WASHINGTON	BRENHAM ISD	593	11	1.9	5	45.5	12	5	41.7	
	BURTON ISD	41	.	.	.	.	.	.	.	NONE TESTED
WEBB	EAGLE PROJECT (L	33	.	.	.	.	.	.	.	NONE TESTED
	GATEWAY (STUDENT	49	.	.	.	.	.	.	.	NONE TESTED
	LAREDO ISD	2,038	383	18.8	186	48.6	695	230	33.1	
	UNITED ISD	2,257	263	11.7	116	44.1	421	146	34.7	
	WEBB CONS ISD	47	12	25.5	.	.	.	.	.	< 5-MASKED+
WHARTON	BOLING ISD	118	13	11.0	.	.	.	.	.	< 5-MASKED+
	EAST BERNARD ISD	139	.	.	.	.	.	.	.	NONE TESTED
	EL CAMPO ISD	468	70	15.0	11	15.7	110	13	11.8	
	LOUISE ISD	65	.	.	.	.	.	.	.	NONE TESTED
	WHARTON ISD	304	.	.	.	.	.	.	.	NONE TESTED
WHEELER	ALLISON ISD	14	.	.	.	.	.	.	.	< 5-MASKED*
	FORT ELLIOTT CON	16	.	.	.	.	.	.	.	NONE TESTED
	SHAMROCK ISD	63	.	.	.	.	.	.	.	NONE TESTED
	WHEELER ISD	51	.	.	.	.	.	.	.	< 5-MASKED*
WICHITA	BRIGHT IDEAS CHA	6	.	.	.	.	.	.	.	NONE TESTED
	BURKBURNETT ISD	433	54	12.5	34	63.0	81	48	59.3	
	ELECTRA ISD	91	5	5.5	.	.	.	.	.	< 5-MASKED+
	IOWA PARK CONS I	272	10	3.7	.	.	.	.	.	< 5-MASKED+
	WICHITA FALLS IS	1,680	443	26.4	172	38.8	1,028	294	28.6	
WILBARGER	HARROLD ISD	20	.	.	.	.	.	.	.	< 5-MASKED*
	NORTHSIDE ISD	16	.	.	.	.	.	.	.	NONE TESTED
	VERNON ISD	292	20	6.8	16	80.0	21	17	81.0	
WILLACY	LYFORD CISD	190	10	5.3	.	.	.	.	.	< 5-MASKED+
	RAYMONDVILLE ISD	269	27	10.0	13	48.2	38	15	39.5	
	SAN PERLITA ISD	43	.	.	.	.	.	.	.	NONE TESTED
WILLIAMSON	FLORENCE ISD	115	.	.	.	.	.	.	.	< 5-MASKED*
	GEORGETOWN ISD	900	98	10.9	74	75.5	131	94	71.8	
	GRANGER ISD	51	.	.	.	.	.	.	.	< 5-MASKED*
	HUTTO ISD	128	5	3.9	.	.	.	.	.	< 5-MASKED+
	JARRELL ISD	74	22	29.7	.	.	.	.	.	< 5-MASKED+
	LEANDER ISD	1,287	154	12.0	99	64.3	253	164	64.8	
	LIBERTY HILL ISD	147	45	30.6	13	28.9	65	15	23.1	
	ROUND ROCK ISD	3,224	981	30.4	754	76.9	2,425	1,694	69.9	
	TAYLOR ISD	302	58	19.2	27	46.6	134	54	40.3	
	THRALL ISD	67	.	.	.	.	.	.	.	NONE TESTED
WILSON	FLORESVILLE ISD	359	29	8.1	17	58.6	38	19	50.0	
	LA VERNIA ISD	224	19	8.5	13	68.4	24	15	62.5	
	POTH ISD	97	12	12.4	.	.	.	.	.	< 5-MASKED+
	STOCKDALE ISD	100	.	.	.	.	.	.	.	NONE TESTED
WINKLER	KERMIT ISD	184	12	6.5	8	66.7	16	8	50.0	
	WINK-LOVING ISD	52	5	9.6	.	.	.	.	.	< 5-MASKED+
WISE	ALVORD ISD	51	7	13.7	.	.	.	.	.	< 5-MASKED+
	BOYD ISD	128	10	7.8	.	.	.	.	.	< 5-MASKED+
	BRIDGEPORT ISD	259	12	4.6	7	58.3	20	11	55.0	
	CHICO ISD	58	.	.	.	.	.	.	.	NONE TESTED
	DECATUR ISD	291	36	12.4	11	30.6	47	12	25.5	
	PARADISE ISD	98	.	.	.	.	.	.	.	NONE TESTED
	SLIDELL ISD	40	6	15.0	.	.	.	.	.	< 5-MASKED+
WOOD	ALBA-GOLDEN ISD	83	7	8.4	.	.	.	.	.	< 5-MASKED+
	HAWKINS ISD	93	.	.	.	.	.	.	.	NONE TESTED
	MINEOLA ISD	152	17	11.2	5	29.4	17	5	29.4	
	QUITMAN ISD	161	11	6.8	.	.	.	.	.	< 5-MASKED+
	WINNSBORO ISD	172	14	8.1	5	35.7	19	6	31.6	
	YANTIS ISD	35	.	.	.	.	.	.	.	NONE TESTED
YOAKUM	DENVER CITY ISD	217	.	.	.	.	.	.	.	NONE TESTED
	PLAINS ISD	87	6	6.9	.	.	.	.	.	< 5-MASKED+

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
2000 TEXAS AP EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
YOUNG	GRAHAM ISD	292	15	5.1	7	46.7	18	7	38.9	
	NEWCASTLE ISD	31	.	.	.	.	.	.	.	NONE TESTED
	OLNEY ISD	105	.	.	.	.	.	.	.	NONE TESTED
ZAPATA	ZAPATA COUNTY IS	299	20	6.7	.	.	.	.	.	< 5-MASKED+
ZAVALA	CRYSTAL CITY ISD	194	.	.	.	.	.	.	.	NONE TESTED
	LA PRYOR ISD	47	12	25.5	.	.	.	.	.	< 5-MASKED+

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-2
2000 TEXAS IB EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE IB	% OF STUDENTS TAKING AT LEAST ONE IB	# OF EXAMINEES WITH AT LEAST ONE SCORE >=4	% OF EXAMINEES WITH AT LEAST ONE SCORE >=4	# OF TOTAL EXAMS	# OF EXAM SCORES >=4	% OF EXAM SCORES >=4	***NOTE****
BELL	TEMPLE ISD	720	9	1.3	8	88.9	28	18	64.3	
BEXAR	JUDSON ISD	1,665	16	1.0	11	68.8	41	33	80.5	
	SAN ANTONIO I	5,220	48	0.9	25	52.1	121	30	24.8	
COLLIN	PLANO ISD	5,132	132	2.6	122	92.4	380	348	91.6	
DALLAS	GARLAND ISD	5,109	152	3.0	144	94.7	399	341	85.5	
HARRIS	HOUSTON ISD	15,719	299	1.9	261	87.3	654	522	79.8	
SMITH	TYLER ISD	1,712	46	2.7	30	65.2	84	50	59.5	
TRAVIS	AUSTIN ISD	7,144	83	1.2	74	89.2	213	166	77.9	
WILLIAMSON	LEANDER ISD	1,287	.	.	.	.	.	.	.	< 5-MASKED*
	ROUND ROCK IS	3,224	55	1.7	50	90.9	162	141	87.0	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 4,5,6,OR 7 ARE MASKED.
DATA ABOVE REFLECT SCORES AS OF FEBURARY 20, 2001.

TABLE B-3
2000 COMBINED TEXAS AP AND IB EXAMINATION RESULTS BY DISTRICT

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP OR IB	% OF STUDENTS TAKING AT LEAST ONE AP OR IB	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3
BELL	TEMPLE ISD	720	55	7.6	40	72.7	115	76	66.1
BEXAR	JUDSON ISD	1,665	191	11.5	138	72.3	421	250	59.4
	SAN ANTONIO ISD	5,220	995	19.1	236	23.7	1,675	291	17.4
COLLIN	PLANO ISD	5,132	1,445	28.2	1226	84.8	3,941	3,208	81.4
DALLAS	GARLAND ISD	5,109	1,069	20.9	471	44.1	2,291	906	39.6
HARRIS	HOUSTON ISD	15,719	1,761	11.2	1142	64.9	3,720	2,356	63.3
SMITH	TYLER ISD	1,712	127	7.4	75	59.1	178	103	57.9
TRAVIS	AUSTIN ISD	7,144	1,729	24.2	1076	62.2	3,834	2,104	54.9
WILLIAMSON	LEANDER ISD	1,287	154	12.0	99	64.3	256	164	64.1
	ROUND ROCK ISD	3,224	983	30.5	757	77.0	2,587	1,835	70.9

NOTE: COMBINED RESULTS INCLUDE IB RESULTS OBTAINED FROM IBO AS OF AUGUST 11, 2000.

APPENDIX C
TEXAS AP AND IB RESULTS BY DISTRICT CHARACTERISTICS, 2000

Notes About Tables in Appendix C

Results and Notes Listed in Tables

Tables C-1 and C-2 present AP and IB program statistics when the district data are aggregated into 25 types of groupings of districts with similar characteristics, as defined by TEA's ANALYZE program. Results start with student enrollment groupings and end with groupings of the percentage of teachers with an advanced degree. Although the number of categories within each grouping is consistent from year to year, the range represented by a particular category may change (see the category descriptions in the Glossary of this document for additional information).

Specifically, Table C-1 shows the number and percentage of districts with AP examination participation in 2000 by each of the 25 types of groupings of district characteristics. In addition, the table shows how the ten districts with IB examination participation are distributed across the 25 types of district ANALYZE groupings. Table C-2 provides further comparative information about AP program participation and results. The data allow examination, by the 25 district characteristics, of the percentage of 11th and 12th graders taking at least one AP examination and the percentages of both examinees and examinations earning scores within the 3-5 range.

Sources of Data for Tables

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 55,378 students who took one or more AP examinations in May 2000. Similarly, Texas data were obtained from the International Baccalaureate Organisation in Cardiff, Wales, Great Britain, on 920 Texas students who took IB examinations in May 2000. District results included 51,670 AP examinees and 843 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2000. Complete 2000 IB results included scores as determined by February 20, 2001. Data on enrollment and grade level for students who were ***not*** receiving special education services were obtained from TEA's Public Education Information Management System (PEIMS). When grade level on an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

TABLE C-1
2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
ENROLLMENT GROUPINGS				
50,000 AND OVER	11	11	100.0	3
25,000 TO 49,999	24	24	100.0	3
10,000 TO 24,999	47	47	100.0	3
5,000 TO 9,999	66	66	100.0	1
3,000 TO 4,999	85	82	96.5	0
1,600 TO 2,999	130	115	88.5	0
1,000 TO 1,599	119	94	79.0	0
500 TO 999	224	128	57.1	0
UNDER 500	350	83	23.7	0
DISTRICT TYPE				
MAJOR URBAN	10	10	100.0	3
MAJOR SUBURBAN	62	62	100.0	4
OTHER CENTRAL CITY	38	38	100.0	2
OTHER CC SUBURBAN	93	87	93.5	1
INDEPENDENT TOWN	75	71	94.7	0
NON-METRO FAST GROWING	77	48	62.3	0
NON-METRO STABLE	268	202	75.4	0
RURAL	351	128	36.5	0
CHARTERS	82	4	4.9	0
WEALTH (MEDIAN=$147,206)				
UNDER $74,944	98	65	66.3	0
$74,944 TO $93,423	102	65	63.7	0
$93,424 TO $109,253	102	56	54.9	0
$109,254 TO $127,327	99	68	68.7	1
$127,328 TO $147,205	101	72	71.3	0
$147,206 TO $168,080	98	72	73.5	2
$168,081 TO $197,906	98	71	72.4	0
$197,907 TO $260,873	95	67	70.5	4
$260,874 TO $407,769	93	59	63.4	2
OVER $407,769	82	47	57.3	1
NON-TAXING DISTRICTS	88	8	9.1	0
WEALTH (ST AVG=$200,250)				
UNDER $200,250	703	472	67.1	3
OVER $200,250	265	170	64.2	7
NON-TAXING DISTRICTS	88	8	9.1	0
WEALTH BY EQUAL PUPILS PER GROUP				
UNDER $55,908	38	29	76.3	0
$55,908 TO < $80,372	85	52	61.2	0
$80,372 TO < $92,405	73	47	64.4	0
$92,405 TO < $110,939	118	66	55.9	1
$110,939 TO < $127,437	89	62	69.7	0
$127,437 TO < $130,896	22	14	63.6	0
$130,896 TO < $145,500	66	46	69.7	0
$145,500 TO < $154,504	46	38	82.6	1
$154,504 TO < $165,403	50	34	68.0	1
$165,403 TO < $174,843	39	25	64.1	0
$174,843 TO < $184,118	31	26	83.9	0
$184,118 TO < $203,766	53	37	69.8	0
$203,766 TO < $215,907	24	19	79.2	1
$215,907 TO < $249,888	51	34	66.7	2
$249,888 TO < $253,135	4	4	100.0	1
$253,135 TO < $285,488	33	21	63.6	1
$285,488 TO < $295,269	14	8	57.1	0
$295,269 TO < $402,617	49	32	65.3	1
$402,617 TO < $825,089	65	40	61.5	1
$825,089 AND OVER	18	8	44.4	0
NON-TAXING DISTRICTS	88	8	9.1	0
TOTAL TAX EFFORT (ST AVG=$1.5107)				
UNDER $1.3555	226	117	51.8	0
$1.3555 TO UNDER $1.4505	247	158	64.0	2
$1.4505 TO UNDER $1.5229	242	170	70.2	0
$1.5229 AND OVER	253	197	77.9	8
NON-TAXING DISTRICTS	88	8	9.1	0
M&O EFF. TAX EFFORT (ST AVG=$1.3579)				
UNDER $1.2839	230	144	62.6	3
$1.2839 TO $1.3661	251	169	67.3	2
$1.3662 TO $1.4400	248	186	75.0	3
$1.4401 AND OVER	239	143	59.8	2
NON-TAXING DISTRICTS	88	8	9.1	0
1,056 STATE TOTAL	1,056	650	61.6	10

TABLE C-1

2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
HIGHEST PROPERTY VALUE CATEGORY				
RESIDENTIAL	364	313	86.0	8
LAND	310	136	43.9	0
OIL AND GAS	86	38	44.2	0
BUSINESS	208	155	74.5	2
NON-TAXING DISTRICTS	88	8	9.1	0
SMALL/SPARSE ADJSTMNT (ST AVG=25.2%)				
NO SMALL/SPARSE ADJUSTMENT	232	152	65.5	10
UNDER 9.0%	222	203	91.4	0
9.0% TO UNDER 27.3%	219	153	69.9	0
27.3% TO UNDER 35.9%	213	79	37.1	0
35.9% AND OVER	170	63	37.1	0
CEI LEVEL (MEDIAN=1.06)				
UNDER 1.04	123	20	16.3	0
1.04 TO UNDER 1.06	232	121	52.2	0
1.06 TO UNDER 1.08	246	147	59.8	0
1.08 TO 1.11	246	170	69.1	4
1.11 AND OVER	209	192	91.9	6
OPERATING COST/PUPIL (ST AVG=$5,668)				
UNDER $5,280	192	119	62.0	4
$5,280 TO $5,733	227	186	81.9	2
$5,734 TO $6,287	225	157	69.8	3
$6,288 TO $7,253	211	114	54.0	1
OVER $7,253	201	74	36.8	0
ESC REGION				
I EDINBURG	44	31	70.5	0
II CORPUS CHRISTI	38	29	76.3	0
III VICTORIA	33	22	66.7	0
IV HOUSTON	71	51	71.8	1
V BEAUMONT	31	20	64.5	0
VI HUNTSVILLE	57	28	49.1	0
VII KILGORE	96	57	59.4	1
VIII MT PLEASANT	42	18	42.9	0
IX WICHITA FALLS	39	21	53.8	0
X RICHARDSON	86	61	70.9	2
XI FORT WORTH	73	56	76.7	0
XII WACO	76	45	59.2	1
XIII AUSTIN	58	44	75.9	3
XIV ABILENE	44	22	50.0	0
XV SAN ANGELO	43	21	48.8	0
XVI AMARILLO	57	25	43.9	0
XVII LUBBOCK	62	30	48.4	0
XVIII MIDLAND	34	20	58.8	0
XIX EL PASO	14	9	64.3	0
XX SAN ANTONIO	58	40	69.0	2
TAAS: PCT PASSING ALL TESTS TAKEN				
NO STUDENTS TESTED	3	0	0.0	0
UNDER 71.4%	182	69	37.9	3
71.4% TO UNDER 80.3%	220	145	65.9	3
80.3% TO UNDER 84.8%	220	161	73.2	2
84.8% TO UNDER 89.4%	224	152	67.9	1
89.4% AND OVER	207	123	59.4	1
SAT/ACT: PCT TAKING				
0% TO UNDER 55%	363	204	56.2	1
55% TO UNDER 70%	361	275	76.2	6
70% AND OVER	268	165	61.6	3
NO GRADUATES	64	6	9.4	0
SAT/ACT: PCT AT OR ABOVE CRITERION				
NONE MET CRITERION	83	27	32.5	0
UNDER 10%	105	71	67.6	1
10% TO UNDER 20%	286	187	65.4	0
20% TO UNDER 35%	377	278	73.7	5
35% AND OVER	124	85	68.5	4
NO TEST TAKERS	81	2	2.5	0
STATE TOTAL	1,056	650	61.6	10

TABLE C-1
2000 TEXAS DISTRICT PARTICIPATION IN AP AND IB EXAMINATIONS BY DISTRICT CHARACTERISTICS

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
DENSITY (ST AVG=14.62 PUPILS/SQ MI)				
FEWER THAN 5	446	207	46.4	0
5 TO FEWER THAN 20	287	213	74.2	0
20 TO FEWER THAN 100	129	116	89.9	2
100 AND OVER	106	106	100.0	8
NON-TAXING DISTRICTS	88	8	9.1	0
PUPIL CHG:98/99-99/00 (ST AVG=1.19%)				
DECLINING PUPILS	556	315	56.7	4
0% TO UNDER 3%	238	179	75.2	4
3% TO UNDER 6%	151	104	68.9	1
6% TO UNDER 10%	66	36	54.5	0
10% AND OVER	45	16	35.6	1
PCT AFRICAN AM PUPILS (ST AVG=14.4%)				
UNDER 5%	607	360	59.3	1
5% TO UNDER 10%	142	99	69.7	2
10% TO UNDER 20%	140	96	68.6	3
20% TO UNDER 30%	79	50	63.3	2
30% TO UNDER 50%	55	33	60.0	2
50% AND OVER	33	12	36.4	0
PCT HISPANIC PUPILS (ST AVG=39.6%)				
UNDER 5%	168	90	53.6	0
5% TO UNDER 10%	159	92	57.9	1
10% TO UNDER 20%	211	147	69.7	2
20% TO UNDER 30%	129	81	62.8	3
30% TO UNDER 50%	171	106	62.0	2
50% AND OVER	218	134	61.5	2
PCT MINORITY PUPILS (ST AVG=56.9%)				
UNDER 5%	36	19	52.8	0
5% TO UNDER 10%	107	60	56.1	0
10% TO UNDER 20%	188	115	61.2	1
20% TO UNDER 30%	151	92	60.9	1
30% TO UNDER 50%	219	146	66.7	2
50% AND OVER	355	218	61.4	6
PCT ECON DISADV (ST AVG=48.98%)				
UNDER 20%	95	59	62.1	3
20% TO UNDER 30%	117	87	74.4	0
30% TO UNDER 40%	164	103	62.8	1
40% TO UNDER 60%	428	261	61.0	4
60% TO UNDER 80%	178	98	55.1	1
80% AND OVER	74	42	56.8	1
AVG. TEACHER EXPER (ST AVG=11.9 YRS)				
UNDER 10.0 YEARS	212	79	37.3	0
10.0 TO UNDER 11.9 YEARS	275	197	71.6	6
11.9 TO UNDER 13.5 YEARS	283	202	71.4	3
13.5 YEARS AND OVER	286	172	60.1	1
AVG. TEACHER SALARY (ST AVG=$37,382)				
UNDER $33,830	211	65	30.8	0
$33,830 TO UNDER $35,516	284	185	65.1	1
$35,516 TO UNDER $36,977	282	192	68.1	3
$36,977 AND OVER	279	208	74.6	6
PCT MINORITY TCHRS (ST AVG=26.1%)				
UNDER 5%	489	278	56.9	0
5% TO UNDER 10%	214	143	66.8	3
10% TO UNDER 20%	151	108	71.5	3
20% TO UNDER 30%	46	32	69.6	1
30% TO UNDER 50%	40	26	65.0	1
50% AND OVER	116	63	54.3	2
% TCHRS W ADV DEGREE (ST AVG=24.7%)				
UNDER 12.2%	237	98	41.4	0
12.2% TO UNDER 18.5%	276	181	65.6	0
18.5% TO UNDER 25.1%	276	193	69.9	3
25.1% AND OVER	267	178	66.7	7
STATE TOTAL	1,056	650	61.6	10

TABLE C-2

2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
ENROLLMENT GROUPINGS				
11	50,000 AND OVER	14.6	59.2	54.3
24	25,000 TO 49,999	14.9	64.8	61.6
47	10,000 TO 24,999	12.6	58.2	50.0
66	5,000 TO 9,999	14.3	60.2	55.7
85	3,000 TO 4,999	10.2	52.0	48.5
130	1,600 TO 2,999	9.4	47.7	41.4
119	1,000 TO 1,599	9.1	36.7	31.1
224	500 TO 999	7.2	34.7	31.7
350	UNDER 500	4.5	22.8	20.5
DISTRICT TYPE				
10	MAJOR URBAN	14.6	52.2	46.7
62	MAJOR SUBURBAN	15.1	68.0	63.8
38	OTHER CENTRAL CITY	13.2	60.8	55.0
93	OTHER CC SUBURBAN	11.0	51.5	45.2
75	INDEPENDENT TOWN	8.9	50.9	45.8
77	NON-METRO FAST GROWING	13.7	55.8	50.5
268	NON-METRO STABLE	8.9	42.0	37.0
351	RURAL	6.3	26.2	24.7
82	CHARTERS	0.7	40.0	29.6
WEALTH (MEDIAN=$147,206)				
98	UNDER $74,944	12.5	42.5	31.6
102	$74,944 TO $93,423	10.2	41.8	33.6
102	$93,424 TO $109,253	6.9	43.1	38.2
99	$109,254 TO $127,327	11.1	36.5	31.8
101	$127,328 TO $147,205	10.0	52.3	45.5
98	$147,206 TO $168,080	11.4	52.2	45.9
98	$168,081 TO $197,906	11.9	61.2	57.3
95	$197,907 TO $260,873	12.7	67.4	64.0
93	$260,874 TO $407,769	16.7	62.9	58.0
82	OVER $407,769	22.0	72.7	69.8
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
WEALTH (ST AVG=$200,250)				
703	UNDER $200,250	10.9	49.9	44.0
265	OVER $200,250	15.5	66.6	62.8
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
WEALTH BY EQUAL PUPILS PER GROUP				
38	UNDER $55,908	13.4	40.3	29.9
85	$55,908 TO < $80,372	10.4	44.4	34.4
73	$80,372 TO < $92,405	10.9	42.2	33.1
118	$92,405 TO < $110,939	9.6	33.2	27.7
89	$110,939 TO < $127,437	8.5	47.5	42.9
22	$127,437 TO < $130,896	10.5	50.6	43.3
66	$130,896 TO < $145,500	10.1	53.6	46.9
46	$145,500 TO < $154,504	10.0	53.6	49.6
50	$154,504 TO < $165,403	12.3	49.4	42.7
39	$165,403 TO < $174,843	13.5	63.5	58.2
31	$174,843 TO < $184,118	11.1	57.7	53.3
53	$184,118 TO < $203,766	10.6	58.9	53.5
24	$203,766 TO < $215,907	14.3	75.9	72.9
51	$215,907 TO < $249,888	12.3	62.6	58.3
4	$249,888 TO < $253,135	10.4	63.5	60.6
33	$253,135 TO < $285,488	15.5	71.3	66.3
14	$285,488 TO < $295,269	15.3	49.3	44.6
49	$295,269 TO < $402,617	18.4	66.8	61.2
65	$402,617 TO < $825,089	21.9	73.1	70.2
18	$825,089 AND OVER	15.4	37.7	28.5
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
TOTAL TAX EFFORT (ST AVG=$1.5107)				
226	UNDER $1.3555	9.7	46.4	38.7
247	$1.3555 TO UNDER $1.4505	10.9	50.9	46.8
242	$1.4505 TO UNDER $1.5229	10.5	49.0	44.1
253	$1.5229 AND OVER	14.8	63.6	59.3
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
M&O EFF. TAX EFFORT (ST AVG=$1.3579)				
230	UNDER $1.2839	11.1	51.9	46.5
251	$1.2839 TO $1.3661	12.4	61.2	56.8
248	$1.3662 TO $1.4400	14.1	61.8	58.0
239	$1.4401 AND OVER	11.5	47.8	42.2
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
1,056	STATE TOTAL	12.6	57.7	53.5

TABLE C-2
2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
	HIGHEST PROPERTY VALUE CATEGORY			
364	RESIDENTIAL	13.4	61.3	56.7
310	LAND	7.0	31.0	28.3
86	OIL AND GAS	6.8	33.5	31.3
208	BUSINESS	11.9	49.9	45.3
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
	SMALL/SPARSE ADJSTMNT (ST AVG=25.2%)			
232	NO SMALL/SPARSE ADJUSTMENT	14.1	61.1	56.1
222	UNDER 9.0%	9.7	48.5	43.7
219	9.0% TO UNDER 27.3%	7.8	35.3	30.3
213	27.3% TO UNDER 35.9%	7.0	34.3	31.1
170	35.9% AND OVER	7.4	26.0	25.4
	CEI LEVEL (MEDIAN=1.06)			
123	UNDER 1.04	2.5	35.6	33.3
232	1.04 TO UNDER 1.06	7.0	38.1	34.8
246	1.06 TO UNDER 1.08	9.3	46.0	42.6
246	1.08 TO 1.11	15.3	56.4	52.2
209	1.11 AND OVER	13.7	59.7	54.9
	OPERATING COST/PUPIL (ST AVG=$5,668)			
192	UNDER $5,280	11.2	58.6	53.4
227	$5,280 TO $5,733	13.1	58.1	52.8
225	$5,734 TO $6,287	12.4	53.5	49.1
211	$6,288 TO $7,253	15.1	66.3	66.6
201	OVER $7,253	10.5	41.4	39.0
	ESC REGION			
44	I EDINBURG	15.2	48.4	36.2
38	II CORPUS CHRISTI	11.5	49.2	45.4
33	III VICTORIA	7.6	41.0	37.3
71	IV HOUSTON	11.8	70.4	67.4
31	V BEAUMONT	5.6	43.2	41.3
57	VI HUNTSVILLE	10.2	73.1	72.3
96	VII KILGORE	8.1	51.0	48.1
42	VIII MT PLEASANT	6.7	42.9	37.4
39	IX WICHITA FALLS	14.7	42.4	32.6
86	X RICHARDSON	16.9	58.6	54.3
73	XI FORT WORTH	13.2	61.0	54.3
76	XII WACO	8.2	49.8	45.0
58	XIII AUSTIN	19.4	64.3	60.1
44	XIV ABILENE	9.8	47.3	47.3
43	XV SAN ANGELO	6.6	47.8	45.6
57	XVI AMARILLO	8.0	48.4	44.3
62	XVII LUBBOCK	8.5	36.6	34.4
34	XVIII MIDLAND	7.5	44.3	38.7
14	XIX EL PASO	13.5	44.3	35.6
58	XX SAN ANTONIO	12.8	48.4	43.5
	TAAS: PCT PASSING ALL TESTS TAKEN			
3	NO STUDENTS TESTED	0.0	0.0	0.0
102	UNDER 71.4%	12.9	47.1	42.0
220	71.4% TO UNDER 80.3%	10.1	53.5	47.3
220	80.3% TO UNDER 84.8%	12.7	55.7	50.3
224	84.8% TO UNDER 89.4%	12.2	63.2	60.4
207	89.4% AND OVER	16.5	71.5	69.0
	SAT/ACT: PCT TAKING			
363	0% TO UNDER 55%	10.4	45.9	38.5
361	55% TO UNDER 70%	12.1	52.8	47.5
268	70% AND OVER	16.3	72.7	69.4
64	NO GRADUATES	2.4	16.7	13.8
	SAT/ACT: PCT AT OR ABOVE CRITERION			
83	NONE MET CRITERION	6.1	41.2	33.2
105	UNDER 10%	13.8	38.7	28.9
286	10% TO UNDER 20%	9.9	41.6	35.5
377	20% TO UNDER 35%	11.0	54.9	49.5
124	35% AND OVER	17.9	75.8	71.2
81	NO TEST TAKERS	1.0	25.0	20.0
1,056	STATE TOTAL	12.6	57.7	53.5

TABLE C-2

2000 TEXAS AP EXAMINATION PARTICIPATION AND PERFORMANCE BY DISTRICT CHARACTERISTICS

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
	DENSITY (ST AVG=14.62 PUPILS/SQ MI)			
446	FEWER THAN 5	8.0	33.8	30.5
287	5 TO FEWER THAN 20	8.6	46.8	41.0
129	20 TO FEWER THAN 100	11.3	57.8	53.0
106	100 AND OVER	14.7	61.0	56.3
88	NON-TAXING DISTRICTS	8.4	64.9	54.8
	PUPIL CHG:98/99-99/00 (ST AVG=1.19%)			
556	DECLINING PUPILS	10.8	48.7	44.3
238	0% TO UNDER 3%	14.0	60.3	55.2
151	3% TO UNDER 6%	14.0	67.6	63.4
66	6% TO UNDER 10%	12.6	65.0	62.5
45	10% AND OVER	12.4	56.8	54.0
	PCT AFRICAN AM PUPILS (ST AVG=14.4%)			
607	UNDER 5%	12.3	51.2	45.2
142	5% TO UNDER 10%	13.1	68.8	66.5
140	10% TO UNDER 20%	14.1	52.1	46.8
79	20% TO UNDER 30%	12.8	72.2	69.3
55	30% TO UNDER 50%	11.4	52.5	46.7
33	50% AND OVER	6.6	49.4	43.7
	PCT HISPANIC PUPILS (ST AVG=39.6%)			
168	UNDER 5%	11.3	59.3	59.6
159	5% TO UNDER 10%	13.9	66.2	63.9
211	10% TO UNDER 20%	13.2	67.7	64.3
129	20% TO UNDER 30%	11.4	60.4	55.8
171	30% TO UNDER 50%	12.1	57.5	52.1
218	50% AND OVER	12.8	45.9	39.1
	PCT MINORITY PUPILS (ST AVG=56.9%)			
36	UNDER 5%	18.1	62.8	61.9
107	5% TO UNDER 10%	8.8	52.1	47.9
188	10% TO UNDER 20%	12.6	59.2	56.9
151	20% TO UNDER 30%	12.8	71.8	70.2
219	30% TO UNDER 50%	12.9	60.5	55.8
355	50% AND OVER	12.6	53.1	47.7
	PCT ECON DISADV (ST AVG=48.98%)			
95	UNDER 20%	17.3	75.3	71.2
117	20% TO UNDER 30%	13.0	66.0	63.2
164	30% TO UNDER 40%	12.7	60.3	56.2
428	40% TO UNDER 60%	10.7	53.2	47.9
178	60% TO UNDER 80%	10.8	46.9	42.0
74	80% AND OVER	15.3	40.1	29.4
	AVG. TEACHER EXPER (ST AVG=11.9 YRS)			
212	UNDER 10.0 YEARS	11.5	55.8	49.7
275	10.0 TO UNDER 11.9 YEARS	14.9	62.6	57.9
283	11.9 TO UNDER 13.5 YEARS	11.9	56.1	51.8
286	13.5 YEARS AND OVER	9.9	47.1	43.7
	AVG. TEACHER SALARY (ST AVG=$37,382)			
211	UNDER $33,830	9.2	39.3	33.1
284	$33,830 TO UNDER $35,516	8.8	46.0	42.0
282	$35,516 TO UNDER $36,977	11.2	54.6	50.3
279	$36,977 AND OVER	14.2	61.1	56.4
	PCT MINORITY TCHRS (ST AVG=26.1%)			
489	UNDER 5%	10.8	55.3	53.1
214	5% TO UNDER 10%	14.0	68.0	65.8
151	10% TO UNDER 20%	11.6	59.6	54.8
46	20% TO UNDER 30%	11.7	64.2	59.6
40	30% TO UNDER 50%	13.4	55.9	48.7
116	50% AND OVER	13.5	44.6	37.2
	% TCHRS W ADV DEGREE (ST AVG=24.7%)			
237	UNDER 12.2%	8.7	38.3	33.2
276	12.2% TO UNDER 18.5%	10.7	45.8	37.1
276	18.5% TO UNDER 25.1%	11.2	56.4	51.3
267	25.1% AND OVER	14.5	62.6	58.9
1,056	STATE TOTAL	12.6	57.7	53.5

GLOSSARY OF
TEXAS EDUCATION AGENCY 1999-00
ANALYZE PROGRAM CATEGORY DESCRIPTIONS

TEXAS EDUCATION AGENCY
1999-00 ANALYZE PROGRAM CATEGORY DESCRIPTIONS
(IN ORDER OF APPEARANCE IN TABLES C-1 THROUGH C-2)

Enrollment Groupings

A nine-category grouping based on the total number of students enrolled by district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). Enrollment excludes students who are served but not enrolled by districts.

District Type

Classification of school districts based on factors such as size, growth rates, and proximity to urban areas is listed below. Charter school districts form a separate category.

Major Urban. The state's largest metropolitan districts serving the Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso areas.

Major Suburban. Other districts in and around the major urban areas.

Other Central City. Major districts in other large Texas cities.

Other Central City Suburban. Other districts in and around the other large, but not major, Texas cities.

Independent Town. Largest districts in counties with populations of 25,000 to 100,000, or the number of students enrolled is greater than 75 percent of the largest district.

Non-Metro: Fast Growing. Districts not fitting in any of the above categories but exhibiting a five-year growth rate of at least 20 percent with at least 300 students enrolled.

Non-Metro: Stable. Districts not fitting any of the above categories but with an enrollment exceeding the state median.

Rural. Districts not fitting any of the above categories; districts either with an enrollment between 300 and the state median and a growth rate less than 20 percent, or with an enrollment less than 300.

Charter School Districts. The open-enrollment school districts chartered by the State Board of Education. Charter schools operate in facilities of commercial or nonprofit entities or a school district.

Property Wealth

Total taxable property value divided by enrollment, which indicates district ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year as determined by the Comptroller's Property Tax Division (CPTD). The total number of students is for the school year coinciding with the 2000 ANALYZE categories. The first wealth grouping shows 10 categories; the second simply shows districts above and below state average wealth; the third is a 20-category grouping, with each category representing about five percent of the state's students. The special statutory and charter school districts without taxable property wealth form a separate category in all three wealth groupings.

Total Tax Effort

A four-category tax effort grouping of districts defined by the total effective tax rate, which was determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. Rates are expressed per $100 of taxable value. A fifth category is reserved for the six special statutory and charter school districts without property tax levies.

Maintenance and Operations (M&O) Effective Tax Effort

A four-category tax effort grouping of districts showing the M&O effective tax rate, which was determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The M&O rates shown include money generated by districts for equalizing wealth. A fifth category is reserved for the special statutory and charter school districts without property tax levies.

Highest Property Value Category

A four-category CPTD classification based on property use. A district is placed into the category that represents its greatest total property value. A fifth category is reserved for the special statutory and charter school districts without taxable property wealth.

Residential. Single-family, multi-family, and residential inventory.

Land. Vacant lots and rural real (taxable).

Oil and Gas. Oil, gas, and minerals.

Business. Commercial and industrial real property, commercial and industrial personal property, and utilities.

Small/Sparse Adjustment

A four-category grouping of districts based on the small/sparse adjustment amount as a percentage of the total adjusted basic allotment amount. The small/sparse percentage represents the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts. A fifth category contains all districts receiving no small/sparse adjustment.

Cost of Education Index (CEI) Level

A five-category grouping of districts based on the CEI level. It reflects geographic variations in costs and prices outside district control. The current index, which has a minimum value of 1.0 and maximum of 1.2, was implemented in 1991-92.

Operating Cost Per Pupil

A five-category grouping of districts based on operating cost per student. Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the school year expenditures divided by enrollment. The source for budgeted expenditures is the fall PEIMS submission.

Education Service Center (ESC) Region

The state is divided into 20 geographic regions, each served by an ESC. This category reflects the ESC region from which the district receives services, not the geographically assigned ESC region. For the vast majority of districts, these are the same.

TAAS: Percentage Passing All Tests Taken

A five-category grouping of districts based on the percentage of students passing the 2000 Texas Assessment of Academic Skills (TAAS). For Grades 3-8 and 10, the total number of students passing all sections of the English or Spanish versions of the TAAS taken is expressed as a percentage of the total number of students taking one or more tests. This percentage excludes students taking Grade 8 science and social studies tests and includes only those students in the district in October of the school year, which is the percentage used for accountability purposes. A sixth category is reserved for districts not administering the test.

SAT I / ACT: Percentage Taking

A three-category grouping based on the percentage of graduates taking the SAT I and/or the ACT Assessment in the previous year. A fourth category is reserved for districts that had no graduates.

SAT I / ACT: Percentage Scoring At or Above Criterion

A five-category grouping based on the percentage of examinees who scored at or above the criterion (1110 on SAT I Total and/or 24 on ACT Composite) on the SAT I and/or ACT in the previous year. The number meeting the criterion is divided by the number of examinees. A sixth category is reserved for districts that had no examinees.

Density

A four-category grouping based on density, or the number of students enrolled per square mile. District square miles were determined through a joint effort by the State Property Tax Board (SPTB, now the CPTD), the Texas Education Agency, and the Texas Water Commission (TWC). Maps provided by districts to the SPTB were digitized by TWC to determine acreage. A fifth category is reserved for the special statutory and charter school districts without available mileage information.

Pupil Change From Prior Year

A five-category grouping based on the growth or decline in district student population over a one-year period. Districts with declining enrollment represent one category, while the remaining categories show one-year growth rates ranging from "0% to 3%" to "10% and over."

Percentage African American, Hispanic, and Minority Pupils

Three six-category groupings based on the ethnic composition of district student populations, as reported in PEIMS. Minority percentage is calculated as the sum of all non-White populations expressed as a percentage of the total. Non-White populations include American Indian or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic.

Percentage Economically Disadvantaged Pupils

A six-category grouping based on the percentage of students enrolled in the district who are classified as economically disadvantaged in PEIMS as follows:
a) eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;
b) from a family with annual income at/below the federal poverty line;
c) eligible for Aid to Families With Dependent Children (AFDC) or other public assistance;
d) recipient of a Pell Grant or comparable state, need-based, financial assistance program; or
e) eligible for programs assisted under Title II of the Job Training Partnership Act.

Average Teacher Experience

A four-category grouping based on average years of teacher experience. This average is computed by taking the total years of professional experience for each district teacher, multiplying by each teacher's full-time-equivalent (FTE) count, summing these products for the whole district, and dividing by the total teacher FTE count.

Average Teacher Salary

A four-category grouping based on average district teacher salary. This average is computed as the total salary of teachers divided by the total teacher FTE count. Total salary amount does not include any other supplement.

Percentage Minority Teachers

A six-category grouping based on the minority composition of district teaching populations. Minority percentage is calculated by summing all non-White teacher FTEs and dividing by the total teacher FTEs.

Percentage Teachers with Advanced Degrees

A four-category grouping based on the district percentage of teachers with advanced degrees. This percentage is computed as the FTE count of teachers with a master's or doctoral degree divided by the total teacher FTE count.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

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